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ABSTRACT

This curriculum guide contains competency-based curricula suggested for teaching foods and nutrition courses on the elementary, middle/junior high school, senior high school, and postsecondary levels in Florida. For each level, concepts and subconcepts are presented, referenced to competencies or terminal performance objectives. For each competency, learning activities that are appropriate for the various age groups are suggested, along with resources needed to conduct the activities. The guide also contains suggestions for educational activities for each level. A bibliography is included. (KC)

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FOOD AND NUTRITION
CURRICULUM GUIDE
for
FLORIDA

ELEMENTARY LEVEL
MIDDLE/JUNIOR HIGH LEVEL
SENIOR HIGH LEVEL
POST-SECONDARY LEVEL

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FOOD AND NUTRITION

CURRICULUM GUIDE

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FOREWORD

This publication is the final product resulting from a Florida Department of Education funded Project # 0-1E11. This was funded by the Division of Vocational Education under Sub Part 5 of the Vocational Education Amendments of 1976. The project was entitled: Food and Nutrition Education State Curriculum Guide.

The project was Co-directed by Dr. Myrna P. Crabtree and Dr. Rosemere Baum. The project was carried out at Florida International University.

The major objectives of the project were: (1) to survey and synthesize the current literature in food and nutrition education; (2) to develop a curriculum guide which can be used at the Elementary, Middle/Junior High, Senior High and Post-Secondary Levels; and (3) to involve teachers, supervisors and regional consultants in the development and validation of resulting curriculum materials.

The five phases included in the completion of this project were:

1. Survey of the literature related to food and nutrition education and a compilation of instructional materials.
2. Development of preliminary frameworks for the various instructional levels using the New Curriculum Framework for Home Economics in Florida and the earlier Florida K-12 Resource Guide for Food and Nutrition.
3. The identification of a task force of home economics teachers by regional home economics consultants and county supervisors to develop competencies, terminal performance objectives, learning activities and to select appropriate resources.
4. The validation of the Food and Nutrition Curriculum Guide draft by home economics teachers at each instructional level.
5. Editing of the validated draft of materials and preparation of the final manuscript.

INTRODUCTION

Nutrition education has become an increasingly important national and international concern. Significant legislation has been passed to support the development of effective programs in Food and Nutrition Education for children, youth and adults. Home Economics teachers are a primary group of professionals who are called upon to deliver programs to meet the Food and Nutrition Education needs of youth and adults. These teachers will need updated curriculum, based on the most current concepts and identified competencies needed for food and nutrition teaching and assessment Teachers will also need access to the most recent resources, ideas for teaching and assessment strategies suitable for individuals at different stages of development. The Food and Nutrition Curriculum Guide for Florida has been developed for four levels of instruction: Elementary, Middle/Junior High, Senior High, and Post-Secondary. This format was chosen to encourage articulation from one level to another.

The design of this Guide is competency based and as such contains terminal performance objectives which are criterion-referenced. Examples of evaluation devices are included to use with the suggested terminal performance objectives. These were developed to encourage student self assessment as well as teacher assessment of student progress. The activities which have been selected are geared to the needs and interests of the age group involved. However, some of the materials contained in the Appendix of each level are interchangeable between levels. In selecting the learning activities, focus was placed on including a broad variety of experiences which might be appropriate to the various learning modes of students.

Many of the materials contained in the Appendices of the earlier Florida K-12 Resource Guide for Food and Nutrition, as well as some of the learning activities can be used to supplement the materials in this Guide.

The format used in the new Florida Food and Nutrition Curriculum Guide could be used as a competency based model for extending and adapting the Food and Nutrition Curriculum Guide contents to meet local needs as program course descriptions are changed or modified.

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The development of this Curriculum Guide could not have been accomplished without the cooperation and involvement of the home economics educators who contributed to the project. Appreciation is expressed to the writer/developers who served as a task force for the original drafts.

Bernice Deeds	Dade County
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GLOSSARY OF TERMS

Competency: A statement which is broad in scope and includes the skills, knowledge and attitudes essential to perform a job or task

Concept: The large ideas which provide structure, scope and sequence in a body of knowledge

Criterion-referenced evaluation device: An evaluation device used to classify a student into mastery or nonmastery categories with regard to a terminal performance objective

Criterion-referenced measure: The minimum standard that the student must meet in order to reach mastery of an objective

Elementary Level: Grades K through 6

Learning Activities: The planned methods, processes and/or techniques employed in a teaching-learning situation to facilitate attainment of the competency

Middle/Junior High Level: Grades 6 through 9

Post-Secondary Level: Technical school, community or junior college

Resources: Suggested human and/or material aids which support and enhance the learning activities

Senior High Level: Grades 9 through 12

Sub-Concepts: The component parts of a concept

Terminal Performance Objective (T.P.O.): A statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their involvement in a program of instruction. Criterion-referenced measures are included.

ELEMENTARY LEVEL

ELEMENTARY LEVEL
Concepts and Subconcepts

1.0 Sources of Food
  - 1.A Animals
  - 1.B Plants
  - 1.C Bodies of Water
  - 1.D Man Made

2.0 Reasons for Eating
  - 2.A Hunger
  - 2.B Growth
  - 2.C Energy
  - 2.D Health

3.0 Factors That Influence Food Choices
  - 3.A Family Characteristics
  - 3.B Foods in Season
  - 3.C Likes and Dislikes
  - 3.D Money
  - 3.E Age
  - 3.F Geographic Location
  - 3.G Cultural/Ethnic

4.0 Basic Four Food Groups
  - 4.A Meat, Fish, Poultry and Eggs
  - 4.B Dairy
  - 4.C Fruits and Vegetables
  - 4.D Grains

5.0 Meals
  - 5.A At Home
  - 5.B Outside the Home
  - 5.C Snacks

6.0 Mealtime Atmosphere
  - 6.A Manners
  - 6.B Conversation

7.0 Kitchen Utensils
  - 7.A Cooking
  - 7.B Serving
  - 7.C Eating

8.0 Sanitation and Safety
  - 8.A Food Covering
  - 8.B Washing, Storing, and Using Utensils
  - 8.C Washing, Storing, and Cooking Foods
  - 8.D Personal Grooming and Hygiene
  - 8.E Accidents

9.0 Food Preparation
  - 9.A Jobs at Home
  - 9.B Using Recipes
  - 9.C Basic Cooking Skills

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
1.0 Sources of Food	Comp. 1.1 Recognizes food sources
1.A Animals 1.B Plants 1.C Bodies of Water 1.D Man Made	TPO 1.1 Given pictures of various foods, match them with their appropriate food source with 80% accuracy. There should be at least two pictures for each source. Use Evaluation Device in Appendix E-39 - 40.

ELEMENTARY LEVEL

Learning Activities for 1.0	Resources
View and discuss filmstrip on where and how we get our food.	Filmstrip: Where and How We Get Our Food
Show and discuss food that is made by food companies to look and taste like an original food such as imitation meat, imitation eggs, fruit drink mixes, etc.	
Discuss what is meant by "sources of food". What kind of food source does a lamb chop come from? What kind of food source does an apple come from? What kind of food source does shrimp come from? What kind of food source does oatmeal come from?	
View and discuss filmstrips on different kinds of food and identify the source of each.	Filmstrips: Kinds of Food Where Food Comes From Getting Food Ready for Market The Food Store
Make a list of foods starting with each letter in the alphabet and identify their source.	
Participate in a game to determine food sources.	Appendix: E-41 Food Source Game
Complete experiment on plant growth.	Appendix: E-42 Food Source Experiment
Read and discuss the book Johnny Appleseed.	Book: Walt Disney Productions, Johnny Appleseed
Complete activity "Grow and Eat".	Appendix: E-43 Food Source Activity
Visit a fruit and vegetable farm. Discuss the different kinds of fruits and vegetables seen and the parts of the plants they come from.	
Read and discuss resources on dairy foods.	Pamphlet: Dairy Foods in the USA
Visit a dairy and/or a cheesemaking plant. Discuss the different kinds of dairy products seen.	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
1.0 Sources of Food	Comp. 1.1 Recognizes food sources
1.A Animals 1.B Plants 1.C Bodies of Water 1.D Man Made	TPO 1.1 Given pictures of various foods, match them with their appropriate food source with 80% accuracy. There should be at least two pictures for each source. Use Evaluation Device in Appendix E-39 - 40.
2.0 Reasons for Eating	Comp. 2.1 Understands why people eat
2.A Hunger 2.B Growth 2.C Energy 2.D Health	TPO 2.1 Given four reasons why we eat, tell at least one food eaten today for each reason. Use Evaluation Device in Appendix E-45.
	TPO 2.1 Given pictures of children, select two who appear healthy and state one reason why. Use Evaluation Device in Appendix E-46.

ELEMENTARY LEVEL

Learning Activities for 1.0	Resources
Develop a bulletin board on where food comes from.	Appendix: E-44 Food Source Bulletin Board
Do food riddles.	Book: Selph, Alphabet Soup
Learning Activities for 2.0	
Make a collage showing pictures of different people eating. Discuss reasons why people eat.	
Bring in baby pictures. Mount on flannel board. Observe the differences in size. Explain why you have grown.	
Use pamphlet How I Grow to discuss the relationship between growth and food.	Pamphlet: How I Grow
View and discuss filmstrip on the relationship between food, energy and health.	Filmstrip: Food Power
Discuss how food choices affect health and energy and do roll playing around the following questions: What makes you feel hungry? What gives you energy? How do you feel when you miss a meal?	
Measure and record weight once a week, for 3 months. Discuss the relationship between food and weight gain or weight loss.	
Sing song, "Food is the Fuel" and discuss what this means.	Record: Slim Goodbody: The Inside Story
Discuss what the saying, "You are what you eat." means.	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
2.0 Reasons for Eating	Comp. 2.1 Understands why people eat
2.A Hunger 2.B Growth 2.C Energy 2.D Health	TPO 2.1 Given four reasons why we eat, tell at least one food eaten today for each reason. Use Evaluation Device in Appendix E-45.
	TPO 2.1 Given pictures of children, select two who appear healthy and state one reason why. Use Evaluation Device in Appendix E-46.

ELEMENTARY LEVEL

Learning Activities for 2.0	Resources
View filmstrip on nutrition. Discuss questions such as: What are nutrients? What do they do to help you grow? What foods do people need to be healthy?	Filmstrip: Nutrition for Little Children Pamphlet: Food For Growing Boys and Girls Pamphlet: Why Do We Need Vitamin C?
Use Kit and do activities: "Geddy-Up-Go"; "Hi-Dee-Ho"; "The Museum".	Kit: Food, Early Choices
Listen to a guest speaker discuss nutritional animal feeding.	Resource Person: Nutritionist or Dietition
Develop a bulletin board on "Good Food Builds Strong Bodies".	Appendix: E-47 Good Foods Build Strong Bodies
Name foods that are grown locally.	
List and discuss some natural disasters or factors that may effect the cost of food. Storm (wind, hail) Flood Freeze Drought Disease Insects	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
3.0 Factors that influence food choices	Comp. 3.1 Comprehends factors affecting food choices.
3.A Family Characteristics 3.B Foods in Season 3.C Likes and Dislikes	TPO 3.1 Given pictures of fruits and vegetables, select five fruits or vegetables that are currently "in season".
3.D Money 3.E Age 3.F Geographic Location	TPO 3.1 For each of the five senses, name two foods which appeal to that sense.
3.G Cultural/Ethnic	TPO 3.1 Given a list of foods from different ethnic/cultural backgrounds and a list of different cultures, match the foods with the culture with 80% accuracy. Use Evaluation Device in Appendix E-48.

ELEMENTARY LEVEL

Learning Activities for 3.0	Resources
Discuss ways in which different senses are related to meals, i.e., seeing, tasting, feeling and smelling.	Book: Adler, Taste, Touch and Smell
Participate in a "Tasting Party". Discuss how the sense of taste affects our food choices. Use descriptive terms such as crisp, salty, sweet, sour, hot.	Appendix: E-49 Food Choice Activity
Place a variety of different textured foods in a paper bag to be passed around the classroom. Examine the foods by touch only. Try to identify the foods. Discuss how the sense of touch affects our food likes and dislikes.	
Divide the class into two teams. Each team takes turns trying to identify a food the teacher presents, by smell only. The team that identifies the most food by smell will be the winner.	
Change the appearance of food and taste it. Determine whether there was any taste change. Discuss how the sense of sight affects our food likes and dislikes. Include such examples as: White rice Blue rice (use food coloring) Green rice (use food coloring)	
Complete activity "Crunch Party".	Appendix: E-50 Food Choice Activity
Taste raw carrots, cooked carrots and carrot cake. Discuss how the method of preparation affects our food likes and dislikes.	
Take turns naming foods preferred at certain meals.	
Questions for discussion: How do your parents' likes and dislikes of certain foods affect your food choice? Are our favorite foods those we are served most frequently at home? Do you eat different foods in the Winter? Summer? Spring? Fall? Does your family often use the food grown in your community or state?	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
3.0 Factors that influence food choices	Comp. 3.1 Comprehends factors affecting food choices
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ELEMENTARY LEVEL

Learning Activities for 3.0

Resources

Discuss the relationship between foods and special events such as birthdays, Christmas, Easter, etc. Why are certain foods eaten on different occasions?

Write a holiday menu that could be served at home.

Make a list on the chalk board of ways food helps meet psychological needs when it is used to express human emotions. Include such examples as:

> Overeating when under emotional stress (when unhappy, hurt, or lonely).
>
> Rejecting food when a child wished attention.
>
> Taking food to an ill neighbor or friend or when a death has occurred in the family.
>
> Eating cake at wedding receptions and birthday parties.
>
> Providing a friend who is visiting with cookies and punch.

Listen to clergy and people born in other countries speak on the food habits and customs of various religious and ethnic groups.

View and discuss film, The Big Dinner Table.

Film:
The Big Dinner Table

List the food customs of people from different backgrounds.

Complete the following statements and discuss:

> If I lived in Japan my breakfast might be ________________________________.
>
> If I lived in Germany my lunch might be ________________________________.
>
> If I lived in Russia my dinner might be ________________________________.

Make a bulletin board displaying pictures of foods from around the world.

Prepare and/or taste a foreign food.

Visit an ethnic restaurant in the community.

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
3.0 Factors that influence food choices	Comp. 3.1 Comprehends factors affecting food choices
3.A Family Characteristics 3.B Foods in Season 3.C Likes and Dislikes	TPO 3.1 Given pictures of fruits and vegetables, select five fruits or vegetables that are currently "in season".
3.D Money 3.E Age 3.F Geographic Location	TPO 3.1 For each of the five senses, name two foods which appeal to that sense.
3.G Cultural/Ethnic	TPO 3.1 Given a list of foods from different ethnic/cultural backgrounds and a list of different cultures, match the foods with the culture with 80% accuracy. Use Evaluation Device in Appendix E-48.

ELEMENTARY LEVEL

Learning Activities for 3.0	Resources
Visit a fast food restaurant.	
Compare how different cultures prepare the same food (Irish - boiled potatoes, Germans - potato salad, Americans - French fries, Polish - potato pancakes).	
Contrast eating habits of other cultures.	Film: Japanese Life Series
Write a newsletter to your parents that includes breakfast/lunch menus served in the school cafeteria.	
Compose a cookbook of favorite school breakfast and lunch recipes and give it to a parent for a birthday gift.	
Use kit to do the following activities: "Cinnamon Toast" "Food Puzzles" "Food Magic" "Step and Tell"	Kit: Food, Early Choices
Use kit to do the "Build A Man" activity.	Kit: Bag of Tricks; Florida Cooperative Extension Service
Tell what food you want to be and why.	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
4.0 Basic Four Food Groups	Comp. 4.1 Knows the Basic Four Food Groups and identifies foods which belong in each.
4.A Meat, Fish, Poultry and Eggs 4.B Dairy 4.C Fruits and Vegetables 4.D Grains	TPO 4.1 Given actual foods, name the food group to which it belongs. If correct, student may eat the food. Use Evaluation Device in Appendix E-51.

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
4.0 Basic Four Food Groups	Comp. 4.1 Knows the Basic Four Food Groups and identifies foods which belong in each.
4.A Meat, Fish, Poultry and Eggs 4.B Dairy 4.C Fruits and Vegetables 4.D Grains	TPO 4.1 Given actual foods, name the food group to which it belongs. If correct, student may eat the food. Use Evaluation Device in Appendix E-51.

ELEMENTARY LEVEL

Learning Activities for 4.0	Resources
Use the Basic Four Food Chart and food cutouts on a flannel board. Discuss the foods that belong in each group.	Kit: Nutrition Flannel Board
List name of meals eaten daily. Make pictorial menus of various meals by cutting pictures and placing on paper, bulletin board or flannel board. Using these pictures, discuss the Basic Four Food Guide.	
Using puppets, present the Basic Four Food Group skit, "The Updating of Goldilocks and the Three Bears".	Appendix: E-52 - 54 Basic Four Food Groups Skit
Make a Basic Four collage or chart using magazine pictures.	
Complete activity "Circling The Basic Four".	Appendix: E-55 Basic Four Food Groups Activity
Complete activity "Food Group Flower".	Appendix: E-56 Basic Four Food Groups Activity
Construct a bulletin board showing the relationship between good eating habits and healthy teeth.	
Using food models or pictures of food, choose foods for each meal. Check to see whether the recommended number of servings are chosen.	
Plan and prepare a meal using a food item from each of the Basic Four Food Groups. Teacher might bring in a portable oven or use the cafeteria facilities.	Book: Ralston Purina Co., Step-by-Step Pictorial Cookbook
Complete activity, "Name That Food" from the kit, Food--Early Choices.	Kit: Food--Early Choices
Tell flannel board stories about nutritious foods. Use hand puppets.	Kit: Flannel Board Puppet
View puppet show, "The Unhappy Alligator". Discuss the importance of nutrition.	Kit: The Unhappy Alligator

ELEMENTARY LEVEL

Learning Activities for 4.0	Resources
Play "Food Group Hopscotch".	Pamphlet: Bag of Tricks, for EFNEP Youth Program "Food Group Hopscotch" Florida Cooperative Extension Service
Complete puzzles on each of the Basic Four Food Groups: Fruit and Vegetable Group; Milk Group; Meat Group; Bread and Cereal Group.	Pamphlet: Bag of Tricks, Florida Cooperative Extension Service
Complete Funsheets 2 - 10 on nutrients and the Basic Four Food Groups.	Pamphlet: Funsheets - 4H S1 120.1M-S1 120.8M Florida Cooperative Extension Service
Review Basic Four Food Group pamphlets.	Pamphlets: Gussie Goose, Mary Mutton, Molly-Moo, Fred, U.S. Department of Agriculture
Choose foods for one meal from a make believe cafeteria counter. Discuss whether a balanced meal was chosen.	Appendix: E-57 Basic Four Food Groups Game
Use the Cafeteria Counter Game Worksheet for lunches at home and at school for one week. Discuss how well you included the Basic Four Food Groups in your choices.	
Create a "Good Foods Magazine". Include nutrition articles, recipes, and games. Make copies for other classes.	
Complete activity "Food Group Headband".	Appendix: E-58 Basic Four Food Groups Head Band
Sing songs about food.	Appendix: E-59 - 60 Basic Four Food Groups Songs

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
5.0 Meals	Comp. 5.1 Identifies the importance of eating well-balanced meals.
5.A At Home 5.B Outside the Home 5.C Snacks	TPO 5.1 Given background information, explain why we need to eat balanced meals daily, whether eating at home or away from home.
	TPO 5.1 Given pictures of different foods, choose four for breakfast, four for lunch and four for dinner according to the Basic Four Foods Guide. Include at least one food from each food group. Use Evaluation Device in Appendix E-61.
	TPO 5.1 Given case studies, identify five reasons people snack. Use Evaluation Device in Appendix E-62 - 63.
	TPO 5.1 Given assorted snack foods, choose three nutritious snacks.

ELEMENTARY LEVEL

Learning Activities for 5.0

Resources

Review what a well-balanced meal consists of.

Discuss how skipping meals affects health. Give reasons why we might do so.

List foods eaten for breakfast or lunch. Determine whether the meal was balanced.

Invite the school cafeteria food service manager to class to discuss points considered in planning meals served in school.

Select a committee to work with the school cafeteria manager in planning meals for one week. Make colorful menus to give to students.

Ask children in your school where they eat meals and snacks away from home. List and discuss places such as:

- restaurants
- drive-ins
- drug stores
- snack bars
- cafeterias

View film and read pamphlets. Discuss reasons for eating breakfast.

Film:
Bill's Better Breakfast Puppet Show

Pamphlet:
Everyday We Get Up - K, Let's Learn About Breakfast - 1-3, Have A Nice Day - 4-6

Make a mobile of foods eaten at breakfast, lunch, dinner or snack times.

Name "snack" foods often purchased. Discuss why these items were purchased. Reasons may include:

- Didn't like food served at mealtime
- Inadequate amount eaten
- Other students buy food
- Have developed a habit of eating extra food
- Didn't have time to eat regular meal
- No food provided at mealtime

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
5.0 Meals	Comp. 5.1 Identifies the importance of eating well-balanced meals.
5.A At Home 5.B Outside the Home 5.C Snacks	TPO 5.1 Given background information, explain why we need to eat balanced meals daily, whether eating at home or away from home.
	TPO 5.1 Given pictures of different foods, choose four for breakfast, four for lunch and four for dinner according to the Basic Four Food Guide. Include at least one food from each food group. Use Evaluation Device in Appendix E-61.
	TPO 5.1 Given case studies, identify five reasons people snack. Use Evaluation Device in Appendix E-62 - 63.
	TPO 5.1 Given assorted snack foods, choose three nutritious snacks.

ELEMENTARY LEVEL

Learning Activities for 5.0	Resources
Discuss and prepare nutritious snacks.	Book: Shull, Turn Kids On to the Good Food Appendix: E-64 - 66 Nutritious Snack Recipes
Design a "Good Health Tree" for the whole class. Place only pictures of nutritious snacks and foods on the "Good Health Food Tree".	
Show and discuss poster "America Can Not Live By Junk Food Alone".	Poster: America Can Not Live By Junk Food Alone
Play Charades showing different foods such as popcorn popping and banana peeling.	
Prepare and serve nutritional snacks for a P.T.A. meeting.	
Find a picture of a healthy snack from a magazine. Mount it on a piece of paper. Tell why you consider the snack healthy.	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
6.0 Mealtime Atmosphere	Comp. 6.1 Uses socially acceptable manners for different eating situations.
6.A Manners 6.B Conversation	TPO 6.1 Given an actual eating occasion use a check list to determine the acceptability of the table manners of individuals in the group. Use Evaluation Device in Appendix E-67.

ELEMENTARY LEVEL

Learning Activities for 6.0	Resources
Observe a demonstration on correct table setting.	
Play a table setting game.	Appendix: E-68 Table Setting Relay
Discuss the various ways in which foods are served at home: Plates filled in the kitchen Main dishes served by father All the food passed at the table Everyone fills his own plate (buffet)	
List and discuss socially acceptable table manners and the reasons for using them.	Book: Berry, Manners Made Easy
Use a checklist to evaluate table manners at home and discover where improvement is needed.	Appendix: E-69 - 70 How Good Are Your Table Manners?
Brainstorm and discuss topics to be discussed at the dinner table.	
Discuss and practice using words showing courtesy at mealtime such as please, thank you, you are welcome.	
Read and discuss "Dinner at Alberta's" and then answer questions on study guide.	Book: Hobaro, Dinner at Alberta's Appendix: E-71 Mealtime Manners Study Guide
Role play and discuss socially acceptable table manners and table conversation.	Appendix: E-72 Table Manners: Role Play Situations

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
7.0 Kitchen Utensils	Comp. 7.1 Identifies and demonstrates correct use of kitchen utensils.
7.A Cooking 7.B Serving 7.C Eating	TPO 7.1 Given pictures of cooking, serving, and eating utensils, identify 13 out of 15 utensils correctly. Use Evaluation Device in Appendix E-73.
	TPO 7.1 Given ten kitchen utensils, demonstrate correct usuage for eight of them.
	TPO 7.1 Given food and necessary kitchen utensils, prepare a food using at least two utensils correctly.

ELEMENTARY LEVEL

Learning Activities for 7.0	Resources
Examine kitchen tools to learn correct names. Observe correct usage of each tool.	
Show the use of a variety of tools used in food preparation. Include some of the following: vegetable brush vegetable peeler rubber scraper measuring cups	
Name equipment used to serve punch and cookies. Serve punch and cookies.	
Name tools used for making sandwiches, cakes, cookies, lemonade, candy.	
Using flash cards, play "Name That Utensil".	
Complete activity "Hokey Pokey Table Time".	Book: Marback, Nutrition in a Changing World
Complete a word scramble worksheet.	Appendix: E-74 Kitchen Utensils Worksheet
Complete a word search worksheet.	Appendix: E-75 - 76 Kitchen Utensils Worksheet
Identify utensils from a paper bag being passed around the room. A variety of utensils have been placed into the separate bags. They may be touched but not looked at.	

ELEMENTARY LEVEL

Concepts and Subconcepts

8.0 Sanitation and Safety

- 8.A Food Covering
- 8.B Washing, Storing, and Using Utensils
- 8.C Washing, Storing, and Cooking Foods
- 8.D Personal Grooming and Hygiene
- 8.E Accidents

Competencies and Terminal Performance Objectives

Comp. 8.1 Applies acceptable standards of sanitation and safety in handling food and kitchen utensils.

TPO 8.1 Given a list of foods, identify with 80% accuracy, those which have a natural covering. Use Evaluation Device in Appendix E-77.

TPO 8.1 Given kitchen utensils, and a checklist, role play the use, care and storage of the utensils. All items on checklist must be marked acceptable. Use Evaluation Device in Appendix E-78.

TPO 8.1 Given the necessary ingredients, a specific recipe, and a checklist, prepare food according to directions. All areas on checklist must be marked acceptable. Use Evaluation Device in Appendix E-79.

TPO 8.1 Given background information on sanitation, list at least five hygiene rules to follow while handling food.

TPO 8.1 Given three pictures and/or articles pertaining to accidents in the kitchen, identify at least one safety precaution that could have been taken to prevent the accident.

ELEMENTARY LEVEL

Learning Activities for 8.0	Resources
Brainstorm ways diseases spread.	
View film on the spread of diseases.	Film: *How Disease Travels*
Discuss ways of controlling pests such as: use door and window screens cover garbage cans keep dishes, utensils, counter tops and floors free from dirt and food keep the yard and surroundings free from litter, broken glass, tin cans, bottles, papers, leaves and twigs	
Make a bulletin board with drawings of rats, roaches, and ants showing different places in the home they may get food and water to survive.	
Complete the activity on microorganisms and food handling procedures in *Food, Your Choice*.	Kit: *Food, Your Choice*
Listen to a speaker from the health department. Discuss the importance of sanitary practices.	
List ways an individual may keep clean. Include such means as: washing hands bathing every day shampooing hair frequently wearing clean clothes keeping fingernails clean brushing teeth after meals	
Contaminate four petri dishes filled with ager. Place a piece of hair in one, sneeze on one, touch one and place a piece of fingernail on one. Observe results 2 days later. Discuss the importance of proper hygiene in preventing the spread of food-borne illnesses.	
Demonstrate and practice correct procedures for washing hands.	
Demonstrate safety procedures for handling kitchen utensils.	
Leave a small piece of meat at room temperature for 3 days. Put one in the refrigerator for 3 days. Discuss difference.	
Discuss the purpose of the purple stamp on meats.	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
8.0 Sanitation and Safety	Comp. 8.1 Applies acceptable standards of sanitation and safety in handling food and kitchen utensils.
8.A Food Covering 8.B Washing, Storing, and Using Utensils 8.C Washing, Storing, and Cooking Foods 8.D Personal Grooming and Hygiene 8.E Accidents	TPO 8.1 Given a list of foods, identify with 80% accuracy, those which have a natural covering. Use Evaluation Device in Appendix E-77.
	TPO 8.1 Given kitchen utensils, and a checklist, role play the use, care and storage of the utensils. All items on checklist must be marked acceptable. Use Evaluation Device in Appendix E-78.
	TPO 8.1 Given the necessary ingredients, a specific recipe, and a checklist, prepare food according to directions. All areas on checklist must be marked acceptable. Use Evaluation Device in Appendix E-79.
	TPO 8.1 Given background information on sanitation, list at least five hygiene rules to follow while handling food.
	TPO 8.1 Given three pictures and/or articles pertaining to accidents in the kitchen identify at least one safety precaution that could have been taken to prevent the accident.

ELEMENTARY LEVEL

Learning Activities for 8.0

Resources

Talk to a food store manager to determine procedures used in food stores to help keep food clean and safe. Report findings to the class.

List places where food might be stored such as cabinets, refrigerators, pantry, boxes, jars, etc. Name foods that could be stored in these places.

Examine wrappings used on food such as paper, plastic, and aluminum foil. Discuss reasons for covering and packaging foods.

Look at examples of food with protective coverings such as egg in shell, orange in rind, peanut in hull, banana in peeling, apple in skin.

Discuss safety and how accidents can be avoided. Make a safety checklist to take home.

Discuss why food should not be stored near household cleaning items.

Identify "staged" kitchen hazards set up by the teacher.

Role play good and poor sanitation and safety practices in preparing and serving food.

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food Preparation	Comp. 9.1 Uses basic cooking and kitchen management skills.
9.A Jobs at Home 9.B Using Recipes 9.C Basic Cooking Skills	TPO 9.1 Given case studies, list at least two clean-up procedures that could be used in each situation. Use Evaluation Device in Appendix E-80 - 81.
	TPO 9.1 Given a recipe, necessary ingredients and a checklist, prepare the recipe using appropriate techniques. All items on the checklist must be marked acceptable. Use Evaluation Device in Appendix E-82.

ELEMENTARY LEVEL

Learning Activities for 9.0	Resources
Visit the school cafeteria kitchen during meal preparation to observe the jobs being performed. Discuss the various jobs observed. With the teacher's help, list the names of these jobs.	
Student tells what he/she does to help with meals at home, such as cooking, setting the table, serving food, washing dishes, dumping the trash, etc. List tasks on the board.	
Identify tasks which may be performed by each family member.	
Develop a plan or work chart to rotate tasks in relation to the age of family members.	
Choose one meal to record the activities performed in meal preparation.	
Select and perform a new food related task. Record the time and quality of work performed.	
Discuss how to follow a standard recipe.	
Look at recipes. Underline all unfamiliar terms.	
Prepare a notebook of unfamiliar cooking terms.	
Discuss and demonstrate how to measure dry and liquid ingredients.	Appendix: E-83 How to Measure
Review basic equivalents.	Appendix: E-83 How To Measure
Complete activity on measurements.	Appendix: E-84 Measurement Worksheet
Make a list of abbreviations commonly used in food preparation.	
Complete worksheet on abbreviations.	Appendix: E-85 Abbreviations Worksheet
Read nursery rhymes aloud. Pick out the food in the rhymes and discuss. Practice basic cooking skills by preparing food in the rhymes.	Appendix: E-86 - 89 Nursery Rhymes
Make peanut butter by blending peanuts in a blender.	

ELEMENTARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food Preparation	Comp. 9.1 Uses basic cooking and kitchen management skills.
9.A Jobs at Home 9.B Using Recipes 9.C Basic Cooking Skills	TPO 9.1 Given case studies, list at least two clean-up procedures that could be used in each situation. Use Evaluation Device in Appendix E-80 - 81.
	TPO 9.1 Given a recipe, necessary ingredients and a checklist, prepare the recipe using appropriate techniques. All items on the checklist must be marked acceptable. Use Evaluation Device in Appendix E-82.

ELEMENTARY LEVEL

Learning Activities for 9.0 Resources

Shake cream into butter.

Make a community fruit salad. Each student chooses a different fruit and prepares it for the salad.

Optional activity: use vegetables to make soup

Using a recipe, prepare selected simple foods.

APPENDIX

ELEMENTARY LEVEL

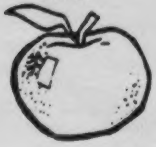
FOOD AND NUTRITION

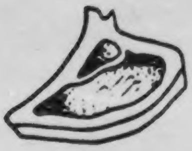
CURRICULUM GUIDE

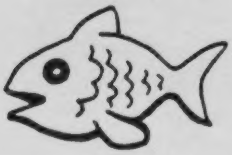
Evaluation Device for T.P.O. 1.1

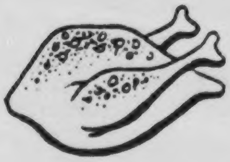
Directions: Match the picture of the food in Column A with picture of it's source in Column B.

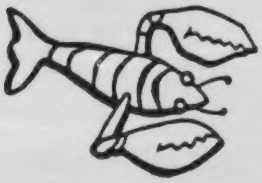
Column A
Food

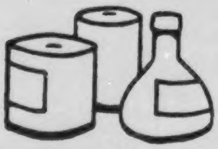
_______ 1


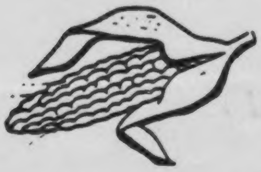
_______ 2


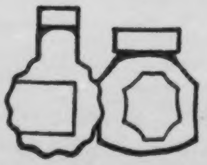
_______ 3


_______ 4


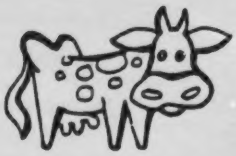
_______ 5


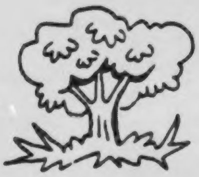
_______ 6


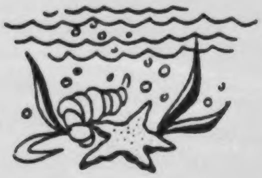
_______ 7


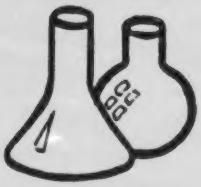
_______ 8


Column B
Source

A.


B.


C.


D.


FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 1.1

T.P.O. 1.0 Evaluation Key

B 1

A 2

C 3

A 4

C 5

D 6

B 7

D 8

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FOOD AND NUTRITION

CURRICULUM GUIDE

Food Source Game

NUTRITION FISHING

This activity is designed to help students know sources of food.

Steps:

1. Have cards prepared with pictures of foods from the sea and a piece of metal on the back
2. Use a yardstick with a string and magnet attached
3. Place cards on floor and have student "fish"
4. As the student "catches" the food, it should be identified. If not correctly identified, it is tossed back to "sea"

Additional Activities:

1. "Nutrition Picking"
   Farmer with pictures of plant foods
2. "Nutrition Making"
   Scientist with pictures of artificial processed or dried foods
3. "Nutrition Herding"
   Farmer with pictures of animals

FOOD AND NUTRITION

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Food Source Experiment

WATCH IT GROW

This activity is designed to help students better understand plant growth.

Steps:

1. Butterbeans should be collected by teacher, brought from home by students, or purchased in packets.
2. Teacher should soak dried butter beans overnight.
3. Have available sponges, plastic cups, paper towels, styrofoam egg carton, potting soil and water
4. One at a time, present a collection of seeds with a picture to the children.
5. Give out a plastic cup, paper towel and a few soaked beans
6. Assist children in rolling paper towel into "tube", place in cup allowing it to open to the size of container
7. Place beans between cup and towel, so beans are visible to child. Add enough water to soak the towel. Then everyday add a little water so that the towel is always moist.
   WATCH IT GROW

Additional Activities

1. Grow other plants; carrots tops, potato eye, sweet potato, avocado seed, grapefruit seeds, watermelon seeds.

FOODS AND NUTRITION

CURRICULUM GUIDE

Food Source Activity

GROW AND EAT

This activity is designed to help students become familiar with new foods.

Steps:

1. Teacher needs to discuss and introduce information about bean sprouts.
    - A. Contain nutrients
    - B. Are crunchy
    - C. Can be eaten in salads, on sandwiches, or alone.
2. Materials needed: a quart jar with a piece of cheesecloth, a rubber band, a shoebox and 4 tablespoons of bean sprouts.
3. Soak bean sprouts in the jar overnight
4. In the morning put cheesecloth over the jar with a rubberband. Pour water off and lay jar on its side with the shoebox covering the jar.
5. Rinse three times a day
6. After 3 or 4 days, the sprouts will be ready to eat.

Additional Activities

1. Grow alfalfa seeds

Food Source Bulletin Board

Where Food Comes From

Animals	Plants
Bodies of Water	Man-Made

Directions: Cut pictures of foods from magazines, newspapers, etc. Match each picture with the food source by pinning the pictures in the appropriate square. Students might enjoy helping pin them up.

Additional activity - have students pin foods on sources in a game situation or as a worksheet.

Evaluation Device for T.P.O. 2.1

Listed below are 4 reasons people eat. Think about the foods you ate today and list them in the most appropriate categories.

1. Hunger ______________________________
2. Growth ______________________________
3. Energy ______________________________
4. Health ______________________________

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.1

Select 2 pictures of children who appear healthy and state one reason why you believe they look healthy.

Picture # 1 ____

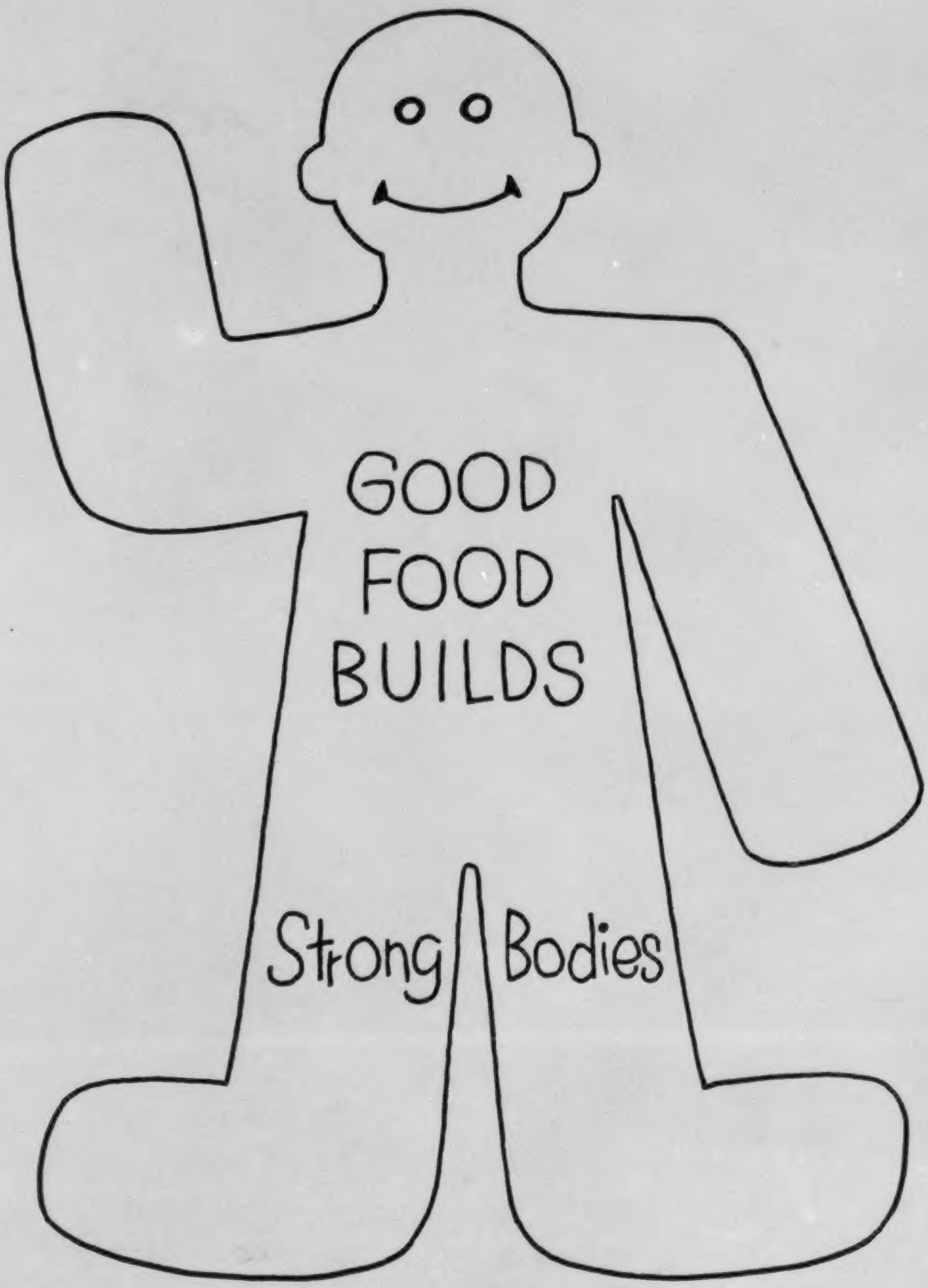
Picture # 2 ____

FOOD AND NUTRITION

CURRICULUM GUIDE

Bulletin Board

Good Food Builds Strong Bodies



FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 3.1

Directions: In the blank to the left of the foods is Column I. Write the letters of the group that used this food.

Column I
Foods from Different
Ethnic/Cultural Groups

___ 1. Spaghetti

___ 2. Tacos

___ 3. Jambalaya

___ 4. Sauerbraten

___ 5. Paella

___ 6. Snow Peas

___ 7. Moussaka

___ 8. Sukiyaki

Column II
Ethnic/Cultural Group

A. American Indian

B. Chinese

C. Creole

D. German

E. Greek

F. Japanese

G. Italian

H. Mexican

I. Spanish

FOOD AND NUTRITION

CURRICULUM GUIDE

Food Choice Activity

TASTING PARTY

This activity is designed to help students identify food items by taste.

Steps:

1. Prepare foods with different tastes such as: salty, sweet, sour bland and bitter.
2. Blindfold each child in succession and have each taste one of the foods. Have them describe how it tasted.
3. After all foods have been tasted, identify the foods and compare taste, texture and appearance of each.
4. Fill out "New Foods Score Sheet"

Additional Activities:

1. Taste and compare: different cheeses, fruits, vegetables, cooked rice and noodles.

NEW FOODS SCORE SHEET

Food I tasted	Great	Good	So-So	Bad

FOOD AND NUTRITION

CURRICULUM GUIDE

Food Choice Activity

CRUNCH PARTY

This activity is designed to introduce students to eating raw vegetables instead of cooked. It also introduces them to new vegetables, how they taste and what they look like.

Steps:

1. Cut raw vegetables into various shapes
   Sweet potatoes -- into strips similar to carrots
   Potatoes -- into round discs
   Cauliflower -- small pieces
   Celery -- strips
   Broccoli -- small pieces
   Cabbage -- small leaves
   Cucumber -- strips
   Bell Pepper -- strips
   Radish -- round discs
   Squash -- round discs
2. Blindfold each student and let him/her taste the cut raw vegetable while he/she feels the shape of the same uncut raw vegetable. The student will try to name the food.
3. After tasting, students may eat the remainder of the cut vegetables, served with a nutritional fruit juice.
4. Discuss how party foods can be good tasting and nutritious.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 4.1

List of possible foods to be used for student identification.

Dairy Group	Fruit & Vegetable Group	Grain Group	Meat Group
Chedder Cheese	Apple	White Bread	Bologna
American Cheese	Carrot	Rye Bread	Peanuts
Cottage Cheese	Grape	Taco Shell	Eggs
Milk	Orange	Bagel	Tuna
Ice Cream	Sweet Potato	Oatmeal	Chicken
	Green Pepper	Dry Cereal	Spiced Ham
	Tomato		

FOOD AND NUTRITION

CURRICULUM GUIDE

Basic Four Food Groups Skit

THE UPDATING OF GOLDILOCKS AND THE THREE BEARS
(Length in Minutes: 5)

PRODUCTION NOTES	AUDIO
Introduction Music 10 sec. to fade off	Yellow Brick Road by Elton John
NARRATOR START:	You all know the story of Goldilocks and the Three Bears. We'll begin our tale by mentioning that the three bears wanted to learn how to better their food habits. This is their story and how they planned for better nutrition.
Music 5 sec.	
GOLDILOCKS:	Oh-h-h-h! Is this porridge horrible. It is all stuck together and not even hot. Hey, Momma Bear - don't you know how to cook a decent meal?
MOMMA BEAR:	Sure I can cook Goldilocks, but you just came too late for breakfast. Do you want to stay for lunch?
GOLDILOCKS:	No Momma Bear, but let's have breakfast again. You know you could improve this porridge just by adding some honey, a lump of butter and a half of a glass of milk. If you do that, you'll have improved breakfast and you will meet two of the required Basic-Four Food Groups!
MOMMA BEAR:	What's this Basic-Four Food Groups you are talking about?
GOLDILOCKS: (sounding surprised)	The Basic-Four is a guide to good nutrition. When you eat any food, it is classified into one of these four groups. These groups are the Bread and Cereal Group, Milk and Dairy Product Group, the Fruit and Vegetable Group, and the Meat, Fish, Poultry, and Egg Group. If you eat certain amounts from each group, you will improve your nutrition. If you gave all of us a slice or two of warm ham, a slice of toast with some peanut butter and a small glass of grapefruit juice our breakfast would be well rounded.

FOOD AND NUTRITION

CURRICULUM GUIDE

Basic Four Food Groups Skit

THE UPDATING OF GOLDILOCKS AND THE THREE BEARS (con't.)

PRODUCTION NOTES	AUDIO
MOMMA BEAR:	All right, I will go in the kitchen and reheat the porridge. You can help me with the rest of the meal.
Slam door	
Music - 5 sec.	Yellow Brick Road
NARRATOR:	Later on that afternoon -
POPPA BEAR:	Um-m-m-m-m, is this ever good ! Momma Bear, where did you ever think of such a Great breakfast? We should eat like this more often!
BABY BEAR:	Yum, yum, yum, this is good for the tum, tum, tum!
MOMMA BEAR:	Why Poppa Bear, it was Goldilock's idea. She told me all about the Basic-Four Food Groups. Did you know if we ate three meals a day, that are balanced like this, we would have more than enough nutrients in our body to keep us healthy and safe for our long winter's nap?
BABY BEAR:	Can we take all the food from the Basic-Four to store for the winter?
GOLDILOCKS:	No! Many foods lose their nutrient value if they are not stored properly. Why do you want food if you'll be sleeping all winter?
BABY BEAR:	I could wake up in the winter and be hungry.
MOMMA BEAR:	If you do that Baby Bear, I'm sure Goldilocks would bring a nutritious snack for you.
	How much from each of these food groups do I need to have daily?
GOLDILOCKS:	It depends on your age, Momma Bear. You and Poppa Bear, as adults, need two cups or more of milk, and four or more servings from each of the other groups. Baby Bear, as a child, needs four or more cups of milk and the same amount of the other foods as you do, only needing four servings of breads and cereals. This is to be included in your daily diet.

Basic Four Food Groups Skit

THE UPDATING OF GOLDILOCKS AND THE THREE BEARS (con't.)

PRODUCTION NOTES	AUDIO
GOLDILOCKS:	If you and Poppa Bear wanted Baby Bear to have a little brother or sister, the doctor would tell you the exact requirements an expecting mother would need.
MOMMA BEAR:	How else could I improve this porridge and have a well balanced meal for breakfast, Goldilocks?
GOLDILOCKS:	Right, Momma Bear. Come on! I'll help you with the dishes and then we will make up the family cave for winter. When you wake up next spring, I'll have a well planned and well balanced nutritious meal for you.
Music - 10 sec.	Yellow Brick Road

by Alice S. Perlmutter/Broward County

Basic Four Food Groups Activity

CIRCLING THE BASIC FOUR

This activity is designed to help the students identify the Basic Four Food Groups.

Steps:

1. Cut a large circle out of paper and divide into four parts. Label each with a Basic Four category.
2. Collect and clean different food labels, cans, and packages. Have one actual food that the student may eat.
3. Place foods outside the circle and let student put in the proper section.
4. When complete and correct, the student may eat the actual food.

Basic Four Food Groups Activity

FOOD GROUP FLOWER

This activity is designed to acquaint students with the Basic Four Food Groups.

Steps:

1. Cut large circles of colored paper; back them with cardboard and paste snapshots of individual children in each one.
2. Cut large paper petals: three(3) blue ones, two(2) red ones, four(4) green ones (or teacher's choice), for each circle.
3. Ask the children to cut out and save pictures of milk foods, protein-rich foods (meats, poultry, fish, beans), cereal and grain products, fruits and vegetables.
4. Paste the milk pictures on the blue petals, the protein foods on the red petals, the cereal and grains on the brown petals, & the fruits and vegetables on the green petals. Place small household magnets on the back of each circle and petal.
5. Each student could take home a circle with a picture and set of 13 petals.
6. Parents will place the circles on the door of the refrigerator at home.
7. After each snack or meal during the day, the child and parent will collaborate in placing the appropriate petals in the circle. Each day they will put petals on the Basic Four Food Group Flower.

FOOD AND NUTRITION

CURRICULUM GUIDE

Basic Four Food Groups Game

The Cafeteria Counter Game Worksheet

Directions: List the foods you choose from the "Cafeteria Counter" under the correct food group.

MEAT GROUP		
DAIRY GROUP		
FRUIT AND VEGETABLES		
GRAIN GROUP		
TOTAL SERVINGS	MEAT GROUP ____ DAIRY GROUP ____	FRUITS & VEGETABLES ____ GRAIN GROUP ____

Basic Four Food Groups Head Band

HEAD BAND

1. Cut a piece of construction paper 2" wide and 20" long. Staple to fit headsize of individual.
2. Cut out 4 feathers approximately 6" long. Decorate each feather with pictures of foods from each group in the Basic Four Food Guide.
3. Attach to head band.
4. Have children sing the following song: (Tune: Row, Row, Row, Your Boat)

Eat, Eat, Eat Good Food
Eat it Every Day
Merrily, Merrily, Merrily, Merrily
Helps you grow today

Basic Four Food Group Songs

A SCHOOL LUNCH IS A GOOD LUNCH

Tune: My Bonnie

1.

In our study of food and nutrition
We learn more and more everyday!
We learn about different good food stuffs
And how they do really pay!

School Lunch! School Lunch! Oh, give
a good School Lunch to me--to me--
School Lunch! School Lunch! Oh, give
a good School Lunch to me!

2.

A Good Lunch! A Good Lunch!
A Good Lunch for one and for all--for all
A Good Lunch! A Good Lunch!
A Good Lunch for one and for all!

3.

We know there's reason for eatin--
A good, balanced hot lunch at school,
'Cause this way we'll be so much stronger
We're really not easy to fool!

4.

A School Lunch! A School Lunch! Oh, give
a good school lunch to me--to me.
A School Lunch! A School Lunch! Oh, give
a good School Lunch to me

5.

A School Lunch is one that is balanced
It's one that's for you and for me!
It's one that will make us all healthy--
Oh, give a good School Lunch to me!

FOOD SONGS CREDIT: Meadowlane Elementary School, Broward County

Basic Four Food Groups Song

I'VE BEEN EATING IN THE LUNCHROOM

Tune: I've Been Working on the Railroad

1. I've been eating in the lunchroom
  every single day.
For I know that when I eat there,
  my health will surely pay.
They have plenty of the best food,
  that you'll ever eat!

2. Why doncha try? Why doncha try?
Why doncha try a good school lunch?
Why doncha try? Why doncha try?
Try one every day.

SOME ONE'S IN THE KITCHEN AT SCHOOL

Tune: Someone's In the Kitchen With Dinah

1. Someone's in the kitchen at school
Someone's in the kitchen I know
Someone's in the kitchen at school
Rolling out a batch of dough!

2. Fee fi fid-dle-de-i-o!
Fee fi fid-dle-de-i-o!
Fee fi fid-dle-de-i-o!
Rolling out a batch of dough!

FOOD SONGS CREDIT: Meadowlane Elementary School, Broward County

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 5.1

Teacher - Collect many pictures of foods from magazines for students to use.

Directions: Using the pictures of foods provided by your teacher, select 4 foods for breakfast, 4 for lunch and 4 for dinner. List the foods under the appropriate heading.

Meat Group	Dairy Group	Fruits & Vegetable Group	Grain Group

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 5.1

CASE STUDIES

1. Chris left the house at 6:30 a.m. to catch the school bus. Chris got up at 6:15 a.m. with only enough time to brush his teeth, wash his face, and get dressed. At 9:30 a.m. Chris decided to buy an apple from a vending machine. Why did Chris need this snack?

2. Jackie plays soccer every day after school therefore he won't eat dinner until later. As soon as Jackie comes in the house (s)he heads for the refrigerator for a glass of milk and a sandwich. Why is this snack important to Jackie?

3. For lunch today, the school cafeteria served liver and onions. Ronnie did not eat. Why did Ronnie want a snack when (s)he came home from school?

4. Tony is watching "Chips" and is waiting for the popcorn to pop. Tony has just finished dinner, but always enjoys munching popcorn during his favorite television shows. Why is (s)he having a snack?

5. Billie's friends have come over to play and they are hungry. Billie isn't, but joins them for peanut butter cookies and milk. Why did Billie eat this snack?

6. Jo has a test after lunch in health. It is on the topic of snacking. Jo didn't study and is now eating raisins. When Jo finished the box of raisins, (s)he ate a bag of peanuts. Jo really isn't hungry, so why is (s)he eating so much?

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 5.1

KEY

1. Chris didn't have time for breakfast.
2. Jackie is an athlete and requires more food.
3. Ronnie didn't like the school lunch.
4. Tony has a habit of snacking while watching television.
5. Billie is eating for social reasons.
6. Jo is nervous.

Nutritious Snack Recipes

YOGURT JUICE POPS

You need (1) one cup of vanilla yogurt and (1) one small can of defrosted fruit concentrate. Mix together and pour into ice cube tray. Put a popsicle stick in each and freeze overnight.

Makes 6 - 8 pops

VANILLA YOGURT FRUIT SHAKE

You need to put (1) one cup of vanilla yogurt and (1) one cup of fruit juice in a large jar or blender and shake.

Makes 2 servings

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Nutritious Snack Recipes

FRUIT KABOBS

Three (3) or four (4) of the following fruits:

Banana
Strawberries
Apple
Pear
Pineapple Chunks
Watermelon
Orange and 1/2 cup Orange Juice

Peel orange and banana. Wash all other fruits. Slice apple and pear.

Dip apple, pear, and a banana pieces in orange juice to keep them from turning brown

Section orange

Cut melon into small chunks.

Put several different fruits on skewers, pickup sticks, or toothpicks.

Now they are ready to eat.

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Nutritious Snack Recipe

Cereal Snacks

8 cups -- Wheat Chex, Rice Chex or Corn Chex

4 cups -- pretzel sticks

2 cups -- peanuts

1 cup -- cheese goldfish

4 tablespoons -- grated parmesan cheese

4 cups butter or margarine, melted

1/4 teaspoon onion powder.

Combine cereal, pretzels, nuts, goldfish, and cheese in large bowl. Add combined ingredients; mix well. Sprinkle into 11 x 7 inch baking dish. Cook in microwave oven at high temperature setting for 4-6 minutes or until light golden brown, stirring after every 2 minutes of cooking. Sprinkle into large shallow baking pan or on cookie sheet to cool. Store in tightly covered container. Makes 14 cups.

Conventional oven: Bake in a 15-1/2 x 10-1/2 jelly roll pan at 325°F. For 25-30 minutes. Stir occasionally.

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Evaluation Device for T.P.O. 6.1

Directions: Place a +1 to the left of the acceptable manners you see. Place a -1 to the left of the unacceptable manners you see.

	Column A Acceptable Manners		Column B Unacceptable Manners
____	Talking quietly and pleasantly at the table	____	Yelling at the table
____	Keeping elbows off the table	____	Putting elbows on the table
____	Passing food as asked	____	Throwing food or eating utensils
____	Using eating utensils for their intended purpose	____	Playing with eating utensils
____	Asking where food is wanted, that it be passed	____	Reaching across the table
____	Chewing food with mouth closed	____	Talking with a mouth full of food

[+] Score for Column A   [-] Score for Column B

[+] Score - [-] Score = [ ] Final Score

A final score of 6 is a manners captain.
A final score of 4 or 5 is a manners private.
A final score of 2 or 3 means practice is needed.
A final score of 1 or less means much practice is needed.

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Table Setting Relay

1. Form 2 relay teams
2. Place supplies for a complete cover on two different tables. The supplies should be mixed up in the center of each table. One placemat should be at the end of each table.
3. At the call of go, one student at a time from each team will place only one table setting item on the placemat. Students from each team will take turns placing the table appointments until all the cover is complete.
4. For each table appointment placed correctly, the team gets one point. For each table appointment placed incorrectly, one point is subtracted. The first team to complete the cover gets an extra point. The team with the most points wins the relay.

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How Good Are Your Table Manners?

This checklist is to help you determine what table manners you now practice and those that you need to work on or to improve. Place an X in the appropriate space. Check always for manners you practice all the time, sometimes for the manners you practice occasionally and never for the manners you do not practice but should.

	ALWAYS	SOMETIMES	NEVER
1. Sit comfortably at the table with your feet on the floor.			
2. Sit and rise from the left side of your chair.			
3. Begin to eat only after everyone has been served.			
4. Help carry on pleasant conversation at meals.			
5. Keep your elbows off the table.			
6. Cut meat, a bite at a time, not all of it before you begin eating.			
7. Keep knife and fork on your plate after they have been used.			
8. Do not talk with food in your mouth.			
9. Do not use toothpicks at the dinning table.			
10. Ask someone to pass food that is out of reach.			
11. Break your bread in small pieces and butter it as you eat it.			
12. When eating spoon foods, dip the spoon away from you.			
13. Put your napkin in your lap as soon as everyone is seated.			
14. Lay your napkin beside your plate after you finish eating.			

HOW GOOD ARE YOUR TABLE MANNERS? (cont.)

	ALWAYS	SOMETIMES	NEVER
16. When food that you dislike is served to you, taste it and eat what you can. Never criticize the food served.			
17. Do not play with the silverware on the table.			
18. Take food from the side of the spoon, never from the tip of the spoon.			
19. Use spoons for tasting beverages, and not for sipping them.			
20. When you have finished eating, place the knife and fork close together across the center of the plate.			

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Mealtime Manners Study Guide

Dinner at Alberta's

1. How did Arthur behave at the table at the beginning of the story?
2. What did Arthur's parents think about Arthur's table manners?
3. How did Arthur feel when Alberta came to eat dinner with them? Why?
4. Why did Arthur start practicing table manners?
5. Have you ever been embarrassed about eating in front of someone?
6. How would behavior at a picnic be different from behavior inside a restaurant? Or in the school lunchroom?
7. There are different rules for eating different kinds of foods. Would it be important to know those rules if you were going to be someone's guest for dinner?
8. Would anyone of you like to share the table etiquette rules your family has?
9. We see, then, that there are different rules for behavior while eating depending on the situation. It is important to know what those rules are so that we can enjoy ourselves.

Table Manners: Role Play Situation

1. You are eating spaghetti at the Pizza Hut.
2. Your family is eating at Sambo's and your baby sister begins to throw things off the high chair. What would you do?
3. Pat is sitting next to you at lunch and starts to "fork shoot" her peas. What would you do?
4. You are eating at McDonalds and your friend Les just walked in. You want to say hello, but the door is too far from the table. What would you do?
5. For your birthday, your family is taking five of your friends to roast hot-dogs at the beach.
6. You have been invited to the Smith's house for dinner. They serve dinner in the formal dining room using their best china and many pieces of silver.

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Evaluation Device for T.P.O. 7.1

Directions: Match each utensil with its correct name by placing the letter in the blank to the left of the name.

__________ 1. Measuring spoons (1/4, 1/2, 1 teaspoon, 1 tablespoon)

__________ 2. Mixing spoon

__________ 3. Mixing bowls

__________ 4. Cutting board

__________ 5. Kitchen knife

__________ 6. Cookie sheet

__________ 7. Spatula

__________ 8. Egg beater

__________ 9. Casserole dish

__________ 10. Table knife

__________ 11. Frying Pan

__________ 12. Pot holders

__________ 13. Saucepan

__________ 14. Liquid measuring cup

__________ 15. Measuring cup

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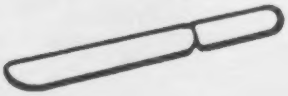

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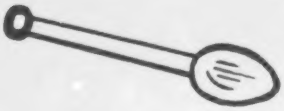

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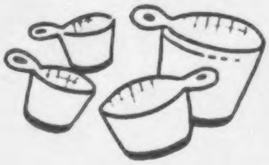

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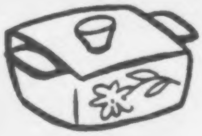

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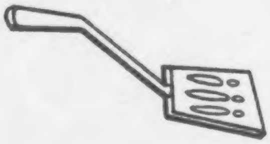

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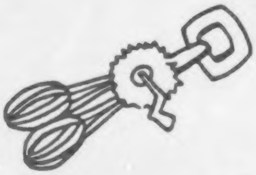

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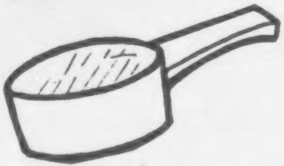

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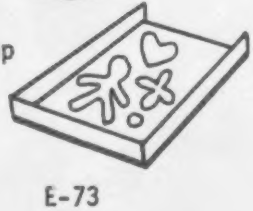

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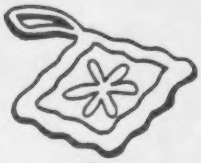

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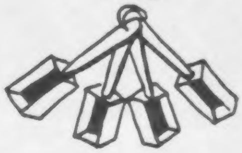

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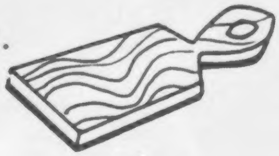

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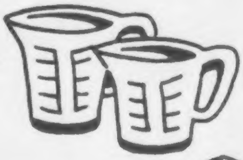

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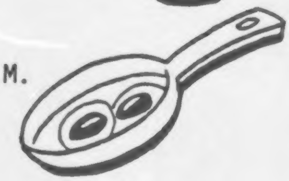

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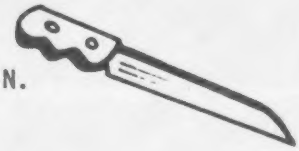

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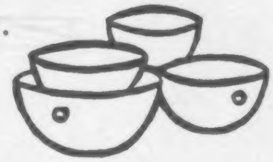

FOOD AND NUTRITION

CURRICULUM GUIDE

Kitchen Utensils Worksheet

WORD SCRAMBLE: Kitchen Tools

Unscramble the following words. Then draw a picture or cut a picture from magazines for each. Paste it next to the word. The underlined letter is the first letter for the word:

1. P H E O O D T L R (2 words)
2. R E I S F T
3. K I E N F
4. R O F K
5. U P C
6. D N S W O O O O E P N (2 words)
7. E E R E B G G A T (2 words)
8. R A N N F Y G P I (2 words)
9. O I I G L L N N R P
10. S A A U P T L

WORD SCRAMBLE: KEY

1. Pot holder, 2. Sifter, 3. Knife, 4. Fork, 5. Cup, 6. Wooden spoon,
7. Egg beater, 8. Frying pan, 9. Rolling pin, 10. Spatula

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Kitchen Utensil Worksheet

WORD SEARCH

M	I	X	I	N	G	B	O	W	L	S	R
W	S	A	U	C	E	P	A	N	Y	E	E
C	I	B	S	I	E	V	E	K	T	F	T
A	F	E	T	L	C	E	Q	T	B	I	A
L	T	A	M	R	A	B	U	S	L	N	R
U	E	T	V	W	K	C	L	B	E	K	G
T	R	E	B	G	E	S	D	F	N	D	X
A	F	R	Y	I	P	T	U	V	D	L	U
P	A	N	K	W	A	T	A	Z	E	K	B
S	P	O	O	N	N	Y	L	L	R	S	V
P	O	S	F	R	Y	I	N	G	P	A	N
C	O	O	K	I	E	S	H	E	E	T	R

SPATULA
SAUCEPAN
SIFTER
GRATER
COOKIE SHEET
FRYING PAN
MIXING BOWL
SIEVE
BLENDER
CAKE PAN
BEATER
PAN
COOKIE CUTTER
KNIFE
SPOON
PLATE

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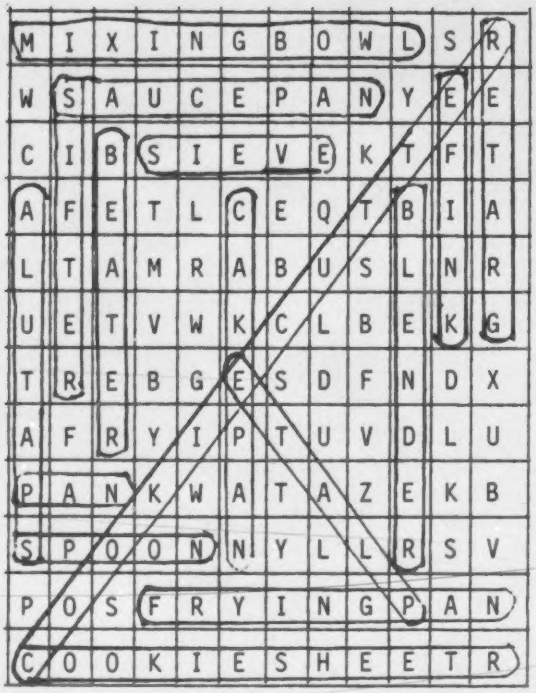
Kitchen Utensil Worksheet

WORD SEARCH: KEY



M	I	X	I	N	G	B	O	W	L	S	R
W	S	A	U	C	E	P	A	N	Y	E	E
C	I	B	S	I	E	V	E	K	T	F	T
A	F	E	T	L	C	E	Q	T	B	I	A
L	T	A	M	R	A	B	U	S	L	N	R
U	E	T	V	W	K	C	L	B	E	K	G
T	R	E	B	G	E	S	D	F	N	D	X
A	F	R	Y	I	P	T	U	V	D	L	U
P	A	N	K	W	A	T	A	Z	E	K	B
S	P	O	O	N	N	Y	L	L	R	S	V
P	O	S	F	R	Y	I	N	G	P	A	N
C	O	O	K	I	E	S	H	E	E	T	R

SPATULA
SAUCEPAN
SIFTER
GRATER
COOKIE SHEET
FRYING PAN
MIXING BOWLS
SIEVE
BLENDER
CAKE PAN
BEATER
PAN
COOKIE CUTTER
KNIFE
SPOON
PLATE

80

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Evaluation Device for T.P.O. 8.1

Directions: Put a check next to the food which has a natural covering:

________ 1 banana
________ 2 hamburger
________ 3 tomato
________ 4 lettuce
________ 5 cheese
________ 6 apple
________ 7 carrot
________ 8 potato
________ 9 peanuts
________10 cake
________11 candy bar
________12 orange
________13 doughnut
________14 soda
________15 cracker
________16 spaghetti
________17 hot dogs
________18 grits
________19 pineapple
________20 broccoli
________21 eggplant
________22 chicken
________23 eggs
________24 peas
________25 bread

Key:
1, 3, 6, 7, 8, 9, 12, 19, 21, 22, 23, 24

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Evaluation Device for T.P.O. 8.1

Kitchen Utensils Checklist

Name of Utensil ____________________________

Was the Utensil:

	Acceptable	Unacceptable
1. lifted correctly to avoid getting hurt?		
2. used with a cutting board?		
3. held correctly during use ?		
4. used correctly?		
5. washed or cared for correctly?		
6. dried before putting away?		
7. put away correctly and safely?		
8. put in the correct place?		

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Evaluation Device for T.P.O. 8.1

Preparation checklist

Name of the food ______________

Did I	Acceptable	Unacceptable
1. follow sanitary utensil care?		
2. follow the recipe?		
3. prepare the food in the given time?		
4. share the duties with my classmates?		
5. practice sanitation habits?		
6. have a product that looks nice?		
7. have a product that tastes good?		

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Evaluation Device for T.P.O. 9.1

Evaluation Case Studies

Directions: Read each case study and write two clean-up tips for each problem.

1. Lee is boiling water for hot chocolate and has gotten chocolate powder on the white counter top. Help Lee find two ways to clean the chocolate up.

2. Bo is helping to make breakfast and has spilled milk on the table. It is beginning to drip onto the floor. Suggest two ways Bo may clean up this spill.

3. Chris just made some scrambled eggs. While stirring them they dripped on the stove and now Chris wants to clean the stove. State two ways Chris can clean the eggs off the stove.

4. Jesse has made bacon for breakfast and wanted to eat it while it was still warm, so the grease remained on the stove until now. Help Jesse clean up by suggesting two easy ways to remove the bacon grease.

5. Terrell was making a cake and was holding an egg. The dog barked and startled Terrell and (s)he dropped it on the floor. Before the dog licks it up, tell Terrell two ways to clean up this mess.

Evaluation Device for T.P.O. 9.1

Key:

1. A wipe up with a damp dish cloth
   B brush dry powder into hand

2. A take napkin to absorb liquid
   B take a wet sponge to wipe table first, then floor

3. A cold, wet dish cloth on a cool stove
   B dry paper towel to lift off cooked egg from cool stove

4. A warm soap dish cloth
   B use appropriate stove top cleaner and damp cloth

5. A use a dry paper towel to pick up egg and then use appropriate floor cleaner and damp cloth
   B sponge egg into dust pan, clean floor, sponge and dust pan with appropriate cleaner.

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Evaluation Device for T.P.O. 9.1

Preparation Checklist

NAME OF THE FOOD ____________________

Did I	Acceptable	Unacceptable
1. follow sanitary utensil care?		
2. follow the recipe?		
3. prepare the food in the given time?		
4. share duties with my classmates?		
5. practice sanitation habits?		
6. have a product that looked nice?		
7. have a product that tasted good?		

FOOD AND NUTRITION

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How To Measure

Measurements & Equivalents

MEASURE ALL YOUR INGREDIENTS VERY CAREFULLY!

When you measure dry ingredients like flour or sugar, always level off the top. You can do this by running a table knife across the top of the measuring cup or measuring spoon.

Flour should be sifted before it is measured.

3 teaspoons = 1 tablespoon

4 tablespoons = 1/4 cup

8 tablespoons = 1/2 cup

5 tablespoons + 1 teaspoon = 1/3 cup

1/2 pint = 1 cup

1/2 stick of butter = 1/4 cup or 4 tablespoons
1 stick of butter = 1/2 cup

1 pound of chopped nuts = about 4 cups

1 lemon makes about 3 tablespoons lemon juice

1 lemon makes about 1 tablespoon grated rind

1 orange makes about 1/3 cup juice

1 orange makes about 2 tablespoons grated rind

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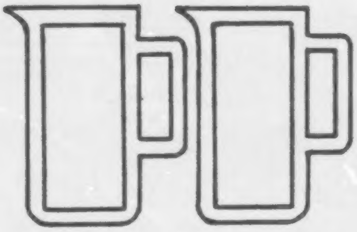
Measurement Worksheet

Directions: Put the correct name under each picture:

- 2 cups
- dash
- 1 1/2 cups
- teaspoon
- tablespoon
- 1/2 cup



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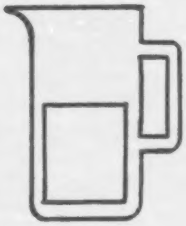

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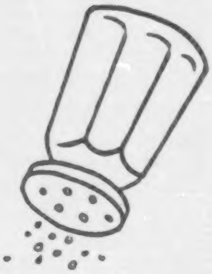

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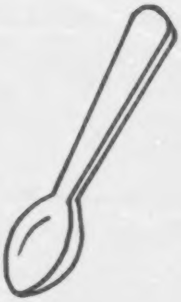

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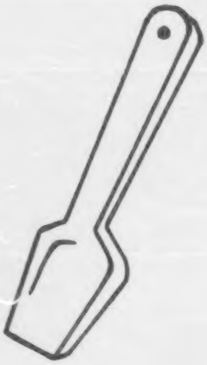

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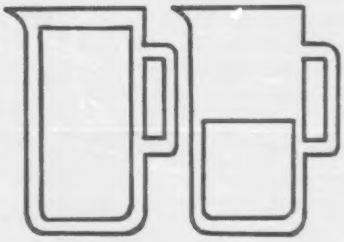

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ABBREVIATIONS WORKSHEET

Directions: Fill in the blank to the left of each word with the abbreviation which is used for that word.

_____ 1. teaspoon

_____ 2. tablespoon

_____ 3. cup

_____ 4. pint

_____ 5. quart

_____ 6. gallon

_____ 7. ounce

_____ 8. pound

NURSERY RHYMES

1. Miss Muffet -- curds and whey -- serve the children cottage cheese; accompany it with fruit and wafers or crackers

MISS MUFFET

Little Miss Muffet
Sat on a Tuffet,
Eating her curds and whey;
There came a big spider,
And sat down beside her,
And frightened Miss Muffet away.

2. Curly Locks -- strawberries, sugar and cream

Clean fresh strawberries and pat dry with paper towels or napkins. Let the children dip the strawberries into whipped cream cheese or whipped cream and then dip in powdered sugar. It's good! Tastes like strawberry ice cream!

CURLY-LOCKS

Curly-locks, Curly locks, wilt thou be mine?
Thou shalt not wash the dishes, nor yet feed the swine;
But sit on a cushion, and sew a fine seam
And feed upon strawberries, sugar and cream.

NURSERY RHYMES (cont.)

3. Handy Pandy -- plum cake and sugar candy

Prepare and serve a plum cake (or an up-side-down type cake that has canned plums rather than the usual pineapple or peaches).

Talk to the children about plums and how they grow.

HANDY PANDY

Handy Pandy, Jack-a-dandy,
Loves plum cake and sugar candy
He bought some at the grocer's shop.
And out he came, hop, hop, hop!

4. Jack Sprat -- fat and lean

Serve a cold cut such as ham that has both lean and fat. Show them the fat and the lean. Talk a little about fat in relation to diet. Explain to them that the meat is the lean. Show them other fatty foods such as bacon, butter. shortening, peanuts, etc.

JACK SPRAT

Jack Sprat
Could eat no fat,
His wife could eat no lean;
and so,
Betwixt them both,
They licked the platter clean.

NURSERY RHYMES (con't.)

5. Little Jack Horner -- Christmas plum pie

Prepare and serve a plum pie -- never heard of it? It's great! My mother makes pies from practically anything, and the plum I remember well. If you have no recipe, substitute plums for the peaches in a peach pie recipe.

LITTLE JACK HORNER

Little Jack Horner
Sat in the corner,
Eating of Christmas pie,
He put in his thumb
And pulled out a plum,
And said, "What a good boy am I!"

6. The Tarts -- tarts

Prepare tart shells and fill with any desired filling. Any of the canned prepared pie fillings would be good.

THE TARTS

The Queen of Hearts,
She made some tarts,
All on a summer's day;
The knave of Hearts,
He stole the tarts,
And took them clean away.
The King of Hearts,
Called for the tarts,
And beat the Knave full sore;
The Knave of Hearts,
Brought back the tarts,
And vowed he'd steal no more.

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MIDDLE/JUNIOR HIGH LEVEL

MIDDLE/JUNIOR HIGH LEVEL
Concepts and Subconcepts

- 1.0 Consumer Practices
  - 1.A Need
  - 1.B Roles, Rights and Responsibilities
  - 1.C Shopping Techniques

- 2.0 Personal Nutrition
  - 2.A Factors Affecting Food Choices
  - 2.B Nutrients Necessary for Good Health
  - 2.C Basic Four Food Groups
  - 2.D Snacks
  - 2.E Eating Out
  - 2.F Facts, Fads and Fallacies
  - 2.G Weight Control
  - 2.H Food Additives

- 3.0 Meal Planning
  - 3.A Sensory Appeal
  - 3.B Time Management
  - 3.C Energy Management
  - 3.D Money Management

- 4.0 Sanitation and Safety
  - 4.A Safety Practices
  - 4.B Sanitation Practices

- 5.0 Selection, Use and Care of Kitchen Equipment and Utensils
  - 5.A Large Appliances
  - 5.B Small Appliances
  - 5.C Utensils

- 6.0 Social Situations
  - 6.A Mealtime Atmosphere
  - 6.B Types of Service
  - 6.C Special Occasions

- 7.0 Convenience Foods
  - 7.A Forms
  - 7.B Use
  - 7.C Cost
  - 7.D Adaptation
  - 7.E Advantages and Disadvantages

- 8.0 Recipes
  - 8.A Terms
  - 8.B Measuring
  - 8.C Parts
  - 8.D Abbreviations
  - 8.E Basic Equivalents
  - 8.F Adjusting Quantity

- 9.0 Food Preparation
  - 9.A Fruit and Vegetable Group
  - 9.B Milk and Dairy Group
  - 9.C Grain Group
  - 9.D Meat Group

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
1.0 Consumer Practices	Comp. 1.1 Recognizes consumer needs which are met by Food and Nutrition careers.
1.A Need 1.B Roles, Rights and Responsibilities 1.C Shopping Techniques	TPO 1.1 Given a list of consumer needs, and a list of Food and Nutrition related jobs, match the career which could meet each need with 80% accuracy. Use Evaluation Device in Appendix M-137.
	Comp. 1.2 Understands roles, rights and responsibilities of the consumer.
	TPO 1.2 Given 3 samples of advertising, identify each as fair or misleading with 85% accuracy.
	TPO 1.2 Given a family shopping situation, list and describe 5 ways in which family members can take responsibility as consumers.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 1.0	Resources
Define the term "Consumer".	
Discuss consumer needs that workers in food and nutrition fields can fill.	
View filmstrips on food service careers.	Filmstrip: Careers in the Food Industry
List job titles on board and brainstorm duties required and services provided by each one.	
Play The Food Occupations Chutes and Ladders Game.	Appendix: M-138 - 139 Food Occupations Chutes and Ladders Game
Investigate and discuss legislation and practices to protect the consumer relative to food products. Include: labeling, grading, inspection, additives and candling of eggs.	
View transparency on food labeling. Discuss the importance of the information on food labels.	Appendix: M-140 Food Labeling Guidelines
Examine and discuss canned and packaged foods for information on labels. Use the Food Labeling Guidelines handout.	
Discuss sources of governmental and business protection for the consumer against misleading advertising.	Resource Person: Representatives from the Local Office of Consumer Protection and Better Business Bureau
Discuss information advertising should include. Develop criteria for evaluation of advertisements.	
View and evaluate transparencies on food advertisements. Use the criteria developed.	Appendix: M-141-143 Oatmeal Muffins Ad Aunt Harriet's Vitamins Ad New, Homemade Style Bread Ad - Transparencies
Evaluate newspapers and magazine ads using evaluation criteria developed in class.	Newspapers and magazines
Make a list of consumer responsibilities in the market place.	
Make up and act out one minute skits on shopping courtesy and shopping discourtesy.	
Read the FHA/HERO kit IMPACT. Discuss the decision making process.	Kit: IMPACT

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
1.0 Consumer Practices	Comp. 1.3 Demonstrates use of the decision-making process in food buying.
1.A Need 1.B Roles, Rights and Responsibilities 1.C Shopping Techniques	TPO 1.3 Given a budget, menus, recipes, the family size and food ads, prepare a shopping list by using the decision-making process to provide foods to meet the Basic Four Food Guide requirements. Use Evaluation Device in Appendix M 144-145.
	TPO 1.3 Given a list of ten food items, check food ads from three stores and determine which has the best buys. List one reason that each would be a good buy for your family.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 1.0	Resources
Read appropriate resource materials concerning the decision making process relative to food buying.	
Discuss merchandizing gimmicks to encourage buying. Prepare a bulletin board using clippings from newspapers showing gimmicks.	
In buzz groups discuss "hidden costs of food". Some points to include are: store lounges, air conditioning, delivery boys, music, and stamps.	
Set up a make-believe store and dramatize the following: A shopper with an organized list A shopper with an unorganized list A shopper with no list	
Discuss the importance of having an organized shopping list.	
Listen to a local store manager explain store layout plus some advertising techniques.	
Discuss how the store layout might affect the organization of a shopping list.	
Plan a menu using the sale items in the newspaper. Compute the cost. The following week check the cost of the same meal when the items are not on sale. Compare.	
Compare the cost of assigned food items by shopping in 3 different types of food stores.	Appendix: M 146 - 147 Comparison Shopping Worksheets A and B
Discuss the effect gasoline prices have on comparison shopping.	

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts

2.0 Personal Nutrition

- 2.A Factors Affecting Food Choices
- 2.B Nutrients Necessary for Good Health
- 2.C Basic Four Food Groups
- 2.D Snacks
- 2.E Eating Out
- 2.F Facts, Fads and Fallacies
- 2.G Weight Control
- 2.H Food Additives

Competencies and Terminal Performance Objectives

Comp. 2.1 Comprehends factors that affect family food choices.

TPO 2.1 Given a specific family situation, identify and describe the factors that affect its food choices with 80% accuracy. Use Evaluation Device in Appendix M-148.

Comp. 2.2 Recognizes the functions and sources of nutrients.

TPO 2.2 Given a list of nutrients and a list of functions and sources, match the nutrients to their functions and sources with 80% accuracy. Use Evaluation Device in Appendix M-149.

Comp. 2.3 Uses the Basic Four Food Groups as a guide to healthful eating.

TPO 2.3 Given an individual's food intake for one day, determine if the Basic Four Food Guide requirements have been met, according to the checksheet. Use Evaluation Device in Appendix M-150. Make recommendations for improvements.

TPO 2.3 Given a list of foods, create menus for three days' meals that meet the Basic Four Food Guide requirements for your family with 95% accuracy.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 2.0	Resources
Discuss factors that affect family food choices.	Book: Kowtaluk, Discovering Nutrition
Present and discuss skits on how our food habits affect what we eat.	
Interview family members and friends about special food customs used in their homes. Find out how, why and when these customs began and report findings to the class.	
Analyze food commercials and discuss the effect they might have on food habits.	
Use a map of the world on the bulletin board. Place a pin in the country that represents one's ethnic background. Also, place a picture on the map of a food that is popular in that country.	
Play a game on the factors that affect food choices.	Apprendix: M-158 Factors That Affect Food Choices Game
	Books: Kowtaluk, Discovering Nutrition, Down and Pisesky, What's To Eat?
Study resources on nutrients, their major functions and sources.	Appendix: M 159 - 163 The Role of Nutrients
View and discuss filmstrip on nutrients.	Filmstrip: Food to Grow On
Research a major nutrient and report findings to class in the form of a commercial.	Appendix: M-164 Nutrient Commercial Guidelines
Design food mobiles showing the major nutrients, their functions and major food sources.	
Complete crossword puzzle on nutrition.	Appendix: M-165 Nutrition Crossword Puzzle
Discuss the Basic Four Food Groups, the sources of foods and the number of servings needed daily for different age groups.	Appendix: M-166 Basic Four

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts

2.0 Personal Nutrition

- 2.A Factors Affecting Food Choices
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- 2.H Food Additives

Competencies and Terminal Performance Objectives

TPO 2.3 Given a list of snacks, explain their effect on meeting the Basic Four requirements each day. Use Evaluation Device in Appendix M-151.

TPO 2.3 Given a list of foods eaten at home for breakfast and lunch, along with choices for dinners eaten away from home, select the dinner which completes the nutritional requirements for the day. Use Evaluation Device in Appendix M-152.

Comp. 2.4 Recognizes personal nutritional needs.

TPO 2.4 Given appropriate resources, plan one day's menu to meet the minimum RDA for a teenager.

TPO 2.4 Given a list of snacks, select with 80% accuracy, those that contain the most nutrients for the fewest calories. Use Evaluation Device in Appendix M-153.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 2.0	Resources
Complete chart on Basic Four Food Guide.	Appendix: M-167 Basic Four Food Guide Chart
Study sample menus. Determine whether they meet the Basic Four Food requirements of a teenager. Discuss how to complete any requirements that might not be met.	Appendix: M-168 Menus
Keep track of what you eat for three days, and then check to see if the Basic Four Food Guide is being met by completing checksheet.	Appendix: M-169 Checksheet for 3 Days' Menu
List best liked foods eaten away from home and determine to which Basic Four Food Groups they belong.	
Survey meal and snack habits of students in the school. Draw conclusions from the findings. Write an article for the school newspaper in which findings, conclusions and recommendations are summarized.	Appendix: M-170 - 171 Student Survey
Record snacks eaten yesterday. Analyze them for calories and nutrition. Show how each snack does or does not fit into one of the Basic Four Groups.	Book: Kowtaluk, Discovering Nutrition
Plan and carry out lab experience to prepare quick and nutritious snacks.	
Discuss the meaning of Recommended Daily Allowance (RDA).	
Study RDA charts to determine allowances for specific nutrients for males and females of different ages, and heights, engaged in different activity levels.	Book: Kowtaluk, Food for Today
Read a variety of food labels to determine the percentages of RDA different foods provide.	
Make a list of foods you have eaten in one day. Determine whether or not these meet your Recommended Daily Allowance.	
Read and discuss appropriate resources on weight gain and weight loss.	
View filmstrip on weight control.	Filmstrip: The Art of Balance
Study appropriate resources to determine the number of calories in some popular fast foods.	Appendix: M-172 Nutrients and Calories in Selected Fast Food Items

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts

2.0 Personal Nutrition

- 2.A Factors Affecting Food Choices
- 2.B Nutrients Necessary for Good Health
- 2.C Basic Four Food Groups
- 2.D Snacks
- 2.E Eating Out
- 2.F Facts, Fads and Fallacies
- 2.G Weight Control
- 2.H Food Additives

Competencies and Terminal Performance Objectives

Comp. 2.5 Recognizes ways in which a well balanced diet may be adjusted for weight loss or gain.

TPO 2.5 Given a list of twenty-five foods, identify those which are suitable for weight loss and those for weight gain, with 85% accuracy. Use Evaluation Device in Appendix M-154.

2.5 Given menus for three days choose the day's menus most suitable for a weight loss diet. List five low calorie foods included in that day's menus. Use Evaluation Device in Appendix M-155.

Comp. 2.6 Distinguishes food fads and fallacies from fact.

TPO 2.6 Given a list of twenty-five nutritional facts and fallacies, distinguish facts from fallacies with 85% accuracy. Use Evaluation Device in Appendix M-156.

Comp. 2.7 Knows why additives are used in foods.

TPO 2.7 Given a list of the purposes of food additives and a list of additives, match them with 85% accuracy. Use Evaluation Device in Appendix M-157.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 2.0	Resources
Read calorie charts. Make a list of low calorie foods and a list of high calorie foods.	
Select a fruit and make a bar or line graph showing the comparison in calories when it is: a) eaten fresh b) cooked with sugar c) made into a cake or pie.	
Make a list of foods eaten in one day and calculate the number of calories in them. Add foods to increase the calories by 1000 to get a two pound weight gain per week. Then change the foods to reduce the calories by 1000 each day to lose two pounds per week.	
Develop a bulletin board on the topic: "Calories Do Count". Display pictures of typical activities and number of calories they use per hour. Also display pictures or models of popular foods and the number of calories in each.	
Plan and prepare a buffet using only nutritious low-calorie foods.	
Discuss the meaning of the terms: food facts, fallacies, quackery, and myths.	Books: Peck, Focus on Foods Kowtaluk, Food for Today Kowtaluk, Discovering Nutrition Downs, What's to Eat?
In groups or individually use references to find out about fallacies, quackery and myths in food nutrition practices.	Appendix: M-173-174 Fallacy and Food Facts
Break into small groups to discuss fad diets. Share information with the class. Debate pros and cons of these diets.	Appendix: M-175 Fad Diets
Discuss the influence of food misinformation on the selection of food. Discuss reasons that food fads are promoted.	
Read and discuss resources on food additives.	Books: Kowtaluk, Discovering Nutrition Peck, Focus on Food

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
2.0 Personal Nutrition 2.A Factors Affecting Food Choices 2.B Nutrients Necessary for Good Health 2.C Basic Four Food Groups 2.D Snacks 2.E Eating Out 2.F Facts, Fads and Fallacies 2.G Weight Control 2.H Food Additives	
3.0 Meal Planning 3.A Sensory Appeal 3.B Time Management 3.C Energy Management 3.D Money Management	Comp. 3.1 Identifies factors which create sensory appeal. TPO 3.1 Given selected foods, plan a menu which provides contrast in color, texture, flavor, aroma, temperature, shape and size with 85% accuracy. Use Evaluation Device in Appendix M-176. Comp. 3.2 Relates the use of time, money and energy to meal planning. TPO 3.2 Given a family case study and two possible breakfast menus; select one breakfast menu that should be suitable for this family. Give reasons for your choice in relation to a) use of time, b) use of energy, c) cost of food, and d) family sharing of responsibilities. Use Evaluation Device in Appendix M-177.

Learning Activities for 2.0	Resources
List common additives found in many foods such as salt, sugar, food coloring, monosodium glutamate (MSG), iron, vitamins, etc.	
Examine information on packaged and canned food products. Identify the additives and discuss the purposes of each.	
Debate the pros and cons of using additives in foods.	
Learning Activities for 3.0	
Read resources on meal planning concerning characteristics of appealing meals.	Book: Kowtaluk, Discovering Food
View and discuss filmstrip on meal planning.	Filmstrip: Mealtime Can Be Magic
In groups, select one characteristic of an appealing meal (color, flavor, texture, shape, and temperature). Plan a visual display or poster for the chosen characteristic. Explain your product to the class.	
Complete worksheet on sensory appeal.	Appendix: M179-180 Sensory Appeal Worksheet
Define work habits, shortcuts, motion, time, energy and dovetailing as related to meal planning.	
Discuss reasons time and energy management are important in food preparation.	
Using a stopwatch, time people doing different meal preparation tasks. Make a list of ways to save time and energy when doing these tasks.	
Prepare and act out mini skits showing how time, energy and family sharing of responsibilities effect meal planning and service.	

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
3.0 Meal Planning 3.A Sensory Appeal 3.B Time Management 3.C Energy Management 3.D Money Management	TPO 3.2 Given a diagram of a kitchen and a list of small equipment and utensils, indicate where the equipment should be stored to save time and energy in meal preparation. Consider the placement of small equipment and utensils according to their use: a) measuring, b) cutlery, c) cooking, d) mixing, e) baking, f) storing and g) cleaning up. Use Evaluation Device in Appendix M-178.
4.0 Sanitation and Safety 4.A Safety Practices 4.B Sanitation Practices	Comp. 4.1 Recognizes safety hazards in the kitchen. TPO 4.1 Given a picture of an unsafe kitchen, identify ten safety hazards and describe ways to correct them. Use Evaluation Device in Appendix M-183.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 3.0	Resources
Demonstrate the use of time and energy saving equipment.	Book: Kowtaluk, Discovering Food
Discuss food work centers and label the work centers in the foods laboratory units.	
Make a list of tools that should be stored in each work area to save time and energy.	
Complete the worksheet on small equipment and utensils location.	Appendix: M-181 Small Equipment and Utensil Location Worksheet
Participate in experiments on saving time and energy such as beating eggs, washing and putting away dishes, etc.	
Discuss how to make a time schedule. Include planning, preparation, service and clean-up.	Appendix: M-182 Sample Time Schedule Worksheet

Learning Activities for 4.0	
Set up a "hazard kitchen" and have a contest to determine which student can find the largest number of hazards in the least amount of time.	Book: Kowtaluk, Discovering Food Down & Pisesky, What's To Eat?
In buzz groups determine ways to prevent: a. fires and burns b. cuts c. injuries from mechanical equipment d. injuries from falls	
Discuss the most frequent causes of accidents. Include haste, carelessness, inappropriate work habits, lack of training, poor cabinet and equipment arrangement, equipment needing repair, insufficient lighting, inappropriate clothing, etc.	
Invite a firefighter to discuss ways fires start and procedures to follow in case of fire. Also have the firefighter demonstrate the use of fire extinguishers.	

MIDDLE/JUNIOR HIGH LEVEL

Concept and Subconcepts	Competencies and Terminal Performance Objectives
4.0 Sanitation and Safety	Comp. 4.1 Recognizes safety hazards in the kitchen.
4.A Safety Practices 4.B Sanitation Practices	TPO 4.1 Given a picture of an unsafe kitchen, identify ten safety hazards and describe ways to correct them. Use Evaluation Device in Appendix M-183.
	Comp. 4.2 Uses Sanitation Principles in Food Preparation.
	TPO 4.2 Given a list of kitchen practices, identify those which prevent the growth of harmful bacteria; avoid pests and illnesses.
	TPO 4.2 Given a list of twenty food storage situations, circle those that help to prevent food spoilage with 100% accuracy. Use Evaluation Device in Appendix M-184 - 185.
	TPO 4.2 Given equipment, facilities, recipes and foodstuffs, prepare recipe using correct sanitation practices.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 4.0	Resources
Invite a member of the rescue squad or a nurse to demonstrate first aid treatments.	
Demonstrate the safe use of utensils and equipment.	
Complete quiz on safety in handling small electrical equipment.	Appendix; M-186 Quiz on Small Electrical Equipment
Develop a safety checklist to follow while working in a food preparation area. Share and discuss the checklist at home.	
Use petri dishes (agar cultures) contaminated by hands, hair, make-up, etc., to show bacterial growth.	
Discuss causes of food-borne illnesses and make a list of ways to prevent them.	Books: Kowtaluk, Discovering Food Down & Pisesky, What's To Eat?
Visit the school lunch room kitchen, view sanitation practices used, and discuss with the school lunch manager.	
Develop a bulletin board on the topic: "Temperatures Are Critical". Display an illustration of a large thermometer indicating safe and unsafe temperature zones. Color the areas of greatest bacterial growth in red.	
Discuss proper food storage practices and the results of improper food storage. Include problems such as illness, waste, and loss of money and time.	
Demonstrate appropriate ways to prepare food for frozen food storage.	
Divide into small groups. Plan menus for an outdoor barbecue. Discuss sotrage of foods on menu.	
Discuss the consequences involved in taking advantage of bargain prices if large quantities of food are bought but cannot be stored properly.	
Complete worksheet on sanitation.	Appendix: M-187 Find the Food Pollution Solution

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
4.0 Sanitation and Safety 4.A Safety Practices 4.B Sanitation Practices	
5.0 Selection, Use and Care of Kitchen Equipment and Utensils 5.A Large Appliances 5.B Small Appliances 5.C Utensils	Comp. 5.0 Selects, uses and cares for kitchen equipment and utensils. TPO 5.1 Given instruction manuals for large pieces of equipment, demonstrate the use and care of one piece of equipment with 90% accuracy. TPO 5.1 Given directions on the selection, use and care of small kitchen equipment, demonstrate the proper use and care of four pieces of small equipment with 90% accuracy. TPO 5.1 Given the name of fifteen small kitchen utensils, identify the use and care of each with 90% accuracy. Use Evaluation Device in Appendix M-188.

Learning Activities for 4.0	Resources
List personal grooming habits necessary to prevent food-borne illnesses.	
Dramatize sanitary work habits with characters such as "Messy Mary", "Combing Clara", "Sampling Sam", "Primping Polly", and "Apronless Arnold".	
Learning Activities for 5.0	
Working in pairs, read the instruction manual for one piece of equipment. Demonstrate the proper use and care of that piece of equipment.	
Watch a microwave representative demonstrate the use and care of a microwave oven.	
Complete a word search on kitchen equipment.	Appendix: M-189 - 190 Kitchen Equipment Word Search
Complete a test on small kitchen utensils.	Appendix: M-191 Small Kitchen Utensils Quiz
View and discuss filmstrip on how to select, use, and care for cookware.	Filmstrip: All About Cookware
Demonstrate the importance of selecting appropriate equipment for the task to be performed by preparing three cakes. Bake one in the right size pan, one in a pan that is too small (put a baking sheet or aluminum foil under to catch overflow), and one in a pan too large. Compare results.	

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
6.0 Social Situations 6.A Mealtime Atmosphere 6.B Types of Service 6.C Special Occasions	Comp. 6.1 Comprehends importance of pleasant mealtime atmosphere. TPO 6.1 Given a case study, list the positive and negative factors which affect digestion and enjoyment of the meal. Use Evaluation Device in Appendix M-192.
	Comp. 6.2 Plans appropriate table service, and table settings for various situations. TPO 6.2 Given a specific menu, determine type of service, set the table and serve, with 100% accuracy in a laboratory situation. TPO 6.2 Given a specific family or individual situation, menu and equipment: a) select an appropriate table service, b) set the table, and c) serve the foods on the menu. Meet the minimum criteria of the Table Service and Setting Checklist. Use Evaluation Device in Appendix M-193.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 6.0	Resources
Discuss and compare experiences on pleasant and unpleasant mealtimes.	
Discuss how an attractive table and appetizing food may aid in making mealtime a time of delight, relaxation and happiness.	
Role play situations of unpleasant and pleasant mealtime scenes. Discuss outcomes.	
Formulate a list of "Do's and Don'ts" at mealtime.	
View videotape of the cafeteria at lunchtime. Discuss behaviors observed which made the mealtime atmosphere pleasant and those actions which made the atmosphere unpleasant.	
Observe a demonstration of use of eating utensils and practice their use.	
Brainstorm foods difficult to handle (fried chicken, cherry tomatoes, barbecued ribs, etc.). Discuss acceptable methods of eating these foods.	
Brainstorm topics to include and to avoid during mealtime, such as: car accidents, illness, grades, etc.	
Define the terms used in table serving and setting.	
In groups research various kinds of table service and report results to class. Discuss the difference of each type.	
Visit different food service establishments and observe types of service being used. Share your findings with the class.	Books: Kowtaluk, Discovering Nutrition Kowtaluk, Discovering Food
List the advantages of each type of food service for family and individual situations. Consider factors such as: age groups, space requirements and number of persons.	
Using transparencies, discuss placement of each item on a cover. Discuss how this cover would differ for a breakfast, luncheon and dinner meal.	Appendix: M-194 - 201 Setting the Table
Practice setting a table for various situations.	

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
6.0 Social Situations 6.A Mealtime Atmosphere 6.B Types of Service 6.C Special Occasions	
7.0 Convenience Foods 7.A Forms 7.B Use 7.C Cost 7.D Adaptation 7.E Advantages and Disadvantages	Comp. 7.1 Knows the forms and uses of convenience foods. TPO 7.1 Given a list of foods, identify those which are considered to be convenience foods with 80% accuracy. Use Evaluation Device in Appendix M-202.
	Comp. 7.2 Comprehends the advantages and disadvantages of convenience foods. TPO 7.2 Given case studies and a list of menus, match the menus that are most suitable to the family situation with 80% accuracy. Use Evaluation Device in Appendix M-203.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 6.0

View and discuss filmstrip on table setting.

Collect and display pictures of table settings which may be used for different types of table service.

List special occasions and discuss decorations and menus appropriate for each.

Using a theme for a special occasion, plan and carry out the appropriate food service and decoration.

Resources

Filmstrip:
  Table Settings
  Let's Talk Table Setting

Learning Activities for 7.0

Discuss time problems related to meal preparation and ways in which families solve such problems.

Make a list of convenience foods. Group them according to the convenience forms, such as: ready-to-eat, dehydrated, partially cooked, precooked and frozen.

Participate in a lab experiment making a product from "scratch" and from convenience forms. Compare products in relation to: cost, time, energy, flavor and appearance.

Make a list of commonly used foods and do a cost study on the various forms available. Discuss findings.

Study convenience food labels and identify content and nutritive value. Compare the nutritive value of foods in different forms.

Prepare biscuits from scratch, from a commercial mix and from a can. Compare and discuss cost, time, energy, and taste.

Discuss the advantages and disadvantages of convenience foods.

View and discuss filmstrips on using convenience foods creatively.

Filmstrip:
  Convenient Creations

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
7.0 Convenience Foods 7.A Forms 7.B Use 7.C Cost 7.D Adaptation 7.E Advantages and Disadvantages	Comp. 7.3 Adapts convenience foods to meet needs of individuals and families. TPO 7.3 Given a family situation, including their likes, dislikes, time concerns and composition and ages involved, and a specific convenience food, prepare the convenience food in a way that would meet the family needs.
8.0 Recipes 8.A Terms 8.B Measuring 8.C Parts 8.D Abbreviations 8.E Basic Equivalents 8.F Adjusting Quantity	Comp. 8.1 Uses standard recipes. TPO 8.1 Given a recipe, identify the missing, essential elements. Use Evaluation Device in Appendix M-204. TPO 8.1 Given a recipe, increase the recipe by doubling it and then decrease it by making a fourth of the recipe with 95% accuracy. TPO 8.1 Given a measurement and abbreviation evaluation instrument, complete it with 85% accuracy. Use Evaluation Device in Appendix M-205 - 207.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 7.0	Resources
Using packages and cans of convenience foods, list the variety of suggested ways to prepare them.	
Discuss how you can change specific convenience foods to adapt to family likes and dislikes and needs.	
View teacher demonstration using refrigerator biscuits to make the following products. Compare recipes to see adaptations. a. Biscuits b. Fried donuts c. Cinnamon rolls d. Caramel buns	

Learning Activities for 8.0	
Read and discuss resources on using a recipe.	Book: Down & Pisesky, What's to Eat? Kowtaluk, Discovering Food
Study and review food preparation cooking vocabulary.	Appendix: M-208 - 213 Food Preparation Vocabulary
Complete crossword puzzle on food preparation terms.	Appendix: M-214 - 215 Food Preparation Terms Word Puzzle
Observe teacher demonstration of tools and techniques for measuring flour, granulated sugar, brown sugar, liquids and shortening by dry and water displacement methods.	
Practice measuring dry and liquid ingredients using standard and metric measures.	Appendix: M-216 Measuring Practice Checksheet
Complete quiz on measuring.	Appendix: M- 217 Do You Measure Up?

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
8.0 Recipes	
8.A Terms 8.B Measuring 8.C Parts 8.D Abbreviations 8.E Basic Equivalents 8.F Adjusting Quantity	
9.0 Food Preparation	Comp. 9.1 Applies principles of food preparation.
9.A Fruit and Vegetable Group 9.B Milk and Dairy Group 9.C Grain Group 9.D Meat Group	TPO 9.1 Given a list of food preparation principles and a list of specific foods, match each principle with the appropriate food(s) with 90% accuracy.
	TPO 9.1 Given specific vegetables and fruits, prepare them to preserve nutrients, flavor, color and texture. Finished product must receive an acceptable rating by the instructor.
	TPO 9.1 Given specific milk and dairy products, prepare them to preserve nutrients, to achieve maximum flavor, appropriate color and texture. Finished product must receive an acceptable rating by the instructor.
	TPO 9.1 Given specific grain products, prepare each to preserve nutrients, achieve maximum flavor, and appropriate color and texture. Finished products must receive an acceptable rating by the instructor.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 8.0	Resources
Read recipes and list abbreviations that are used. Use flannel board to show abbreviations and discuss them.	
Complete abbreviations worksheet.	Appendix: M-218 Abbreviations Worksheet
Study and review equivalents.	Appendix: M-219 Equivalents Study Sheet
Discuss steps in following a standard recipe.	
Discuss reasons for increasing and decreasing ingredient quantities in recipes.	
Practice increasing and decreasing ingredient quantities in recipes.	

Learning Activities for 9.0	
Read and discuss resources on the principles of fruit and vegetable cookery.	Books: Kowtaluk, Discovering Food Down & Pisesky, What's to Eat?
Using a circular discussion, identify as many different fruit and vegetables as possible.	
List the forms in which different fruit and vegetables are available, such as: fresh, frozen, dried.	
Discuss methods of fruit and vegetable preparation including techniques for preserving color and nutrients.	
Develop criteria for evaluating cooked vegetables.	
Conduct experiments to show what happens to the color and texture of fruit and vegetables when ingredients such as baking soda or vinegar are added or the product is undercooked or overcooked.	
Compare preparation techniques used for frozen and fresh fruits and vegetables.	

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food Preparation 9.A Fruit and Vegetable Group 9.B Milk and Dairy Group 9.C Grain Group 9.D Meat Group	TPO 9.1 Given specific meat, fish, poultry and egg products, prepare each to preserve nutrients, achieve maximum flavor and appropriate color and texture. Finished product must receive an acceptable rating by the instructor.

Learning Activities for 9.0	Resources
Look through cookbooks and find fruit and vegetable recipes. Discuss the different methods of cooking used in the recipes.	
Brainstorm ideas for using vegetable cooking liquid or pot liquor.	
Prepare a bulletin board on serving fruit and vegetables in an appetizing way for food prepared.	
In groups, prepare different fruits and vegetables, using different methods of preparation. Set up a fruit and vegetable buffet tasting session. Discuss feelings about fruits and vegetables tasted for the first time.	
Read and discuss resources on the principles of milk cookery.	Books: U.S.D.A., What's to Eat? Kowtaluk, Discovering Nutrition Kowtaluk, Discovering Food
Review foods that belong in the milk group.	
Compare several types of milk such as non-fat-dry, skim, homogenized, and evaporated. Discuss the differences in cost per serving, nutritive value, convenience and flavor.	
Discuss ways to use milk to meet the Basic Four requirements for the milk group.	
Demonstrate how butter is made by extracting the fat from milk.	Book: Science Experiments You Can Eat
Practice milk cookery by selecting a soup, a main dish or dessert.	
Read and discuss resources on the principles of cheese cookery.	Book: Kowtaluk, Discovering Food
Participate in a cheese-tasting session. Sample a variety of cheeses. Complete checksheet and discuss results.	Appendix: M-220 Checksheet for Cheese

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food Preparation	Comp. 9.1 Applies principles of food preparation.
9.A Fruit and Vegetable Group 9.B Milk and Dairy Group 9.C Grain Group 9.D Meat Group	TPO 9.1 Given a list of food preparation principles and a list of specific foods, match each principle with the appropriate food(s) with 90% accuracy.
	TPO 9.1 Given specific vegetables and fruits, prepare them to preserve nutrients, flavor, color and texture. Finished product must receive an acceptable rating by the instructor.
	TPO 9.1 Given specific milk and dairy products, prepare them to preserve nutrients, to achieve maximum flavor, appropriate color and texture. Finished product must receive an acceptable rating by the instructor.
	TPO 9.1 Given specific grain products, prepare each to preserve nutrients, achieve maximum flavor, and appropriate color and texture. Finished products must receive an acceptable rating by the instructor.
	TPO 9.1 Given specific meat, fish, poultry and egg products, prepare each to preserve nutrients, achieve maximum flavor and appropriate color and texture. Finished product must receive an acceptable rating by the instructor.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 9.0	Resources
Visit a cheese factory to see how cheese is made.	
Practice cheese cookery by preparing simple foods such as pizza, macaroni and cheese.	
Read resource on grains and discuss.	Book: U.S.D.A., What's to Eat?
Discuss foods that belong to the grain group.	
View a display of different grains such as rice, wheat, corn, rye, barley, and discuss their sources.	
Discuss the milling and enrichment of grain products.	
Study principles of cereal cookery.	
Prepare a variety of cooked cereals. Compare nutritive value, flavor, texture and taste.	
Prepare a variety of pasta products. Serve and evaluate.	
Read and discuss resources on the principles of preparation on quick bread.	Book: Kowtaluk, Discovering Food
List and discuss the basic ingredients of quick breads.	
List leavening agents used in quick breads. Discuss how they differ and why they are important.	
View and discuss filmstrip on making muffins.	Filmstrip: Muffin Making
Prepare quick breads such as biscuits or muffins.	
Read and discuss resources on principles of meat cookery.	Books: Kowtaluk, Discovering Food Down & Pisesky, What's to Eat?
View and discuss filmstrip on how to buy, cook, and store meat.	Filmstrip: How to Buy, Cook and Store Beef

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
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	TPO 9.1 Given specific grain products, prepare each to preserve nutrients, achieve maximum flavor, and appropriate color and texture. Finished products must receive an acceptable rating by the instructor.
	TPO 9.1 Given specific meat, fish, poultry and egg products, prepare each to preserve nutrients, achieve maximum flavor and appropriate color and texture. Finished product must receive an acceptable rating by the instructor.

MIDDLE/JUNIOR HIGH LEVEL

Learning Activities for 9.0	Resources
View a series of demonstrations on the basic methods of meat cookery, such as: Dry Heat -- roasting broiling pan broiling Moist Heat -- braising cooking in liquid Cooking with fat -- pan frying deep-fat frying	
Discuss why some cuts of meat are more tender than others.	
Participate in a field trip to the meat section of a local supermarket or to a local butcher shop. Identify cuts of meat. Discuss the uses of the different cuts.	
Prepare a main dish for a meal using the dry heat or moist heat method of meat cookery.	
Identify and discuss other foods that belong to the meat group.	
Read and discuss resources on the types of poultry and methods of preparation.	Books: Down & Pisesky, What's to Eat? Kowtaluk, Discovering Food
View demonstrations on a variety of ways to prepare poultry.	
Prepare a meal using poultry as the main dish.	
Read and discuss resources on types of fish and fish cookery.	Books: Down & Pisesky, What's to Eat? Kowtaluk, Discovering Food
Watch a demonstration of seafood cookery.	Resource Person: Home Economist, Department of Natural Resources

MIDDLE/JUNIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food Preparation	Comp. 9.1 Applies principles of food preparation.
9.A Fruit and Vegetable Group 9.B Milk and Dairy Group 9.C Grain Group 9.D Meat Group	TPO 9.1 Given a list of food preparation principles and a list of specific foods, match each principle with the appropriate food(s) with 90% accuracy.
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	TPO 9.1 Given specific meat, fish, poultry and egg products, prepare each to preserve nutrients, achieve maximum flavor and appropriate color and texture. Finished product must receive an acceptable rating by the instructor.

Learning Activities for 9.0

Read and discuss resources on egg cookery.

View a flip chart on egg grades, sizes, handling, and use.

Discuss the different uses of eggs such as:

- Levening agent (Angel Food Cake)
- Binder (meat loaf or croquette)
- Thickener (custard)
- Coating agent (french toast-breading)
- Emulsifier (mayonnaise)

Prepare a main dish, desert or salad using eggs.

Resources

Books:

Kowtaluk, Discovering Food

Down & Pisesky, What's to Eat?

APPENDIX

MIDDLE JUNIOR HIGH SCHOOL LEVEL

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 1.1

Directions: In the space to the left of Column A, Consumer Needs, write the letter of the Food and Nutrition related job in Column B which best meets that need. Items in Column B can be used more than once or not at all.

Column A
Consumer Needs

_____ 1. eating away from home

_____ 2. being served nutritious foods in hospitals and nursing homes

_____ 3. learning how to buy nutritious foods

_____ 4. having up to date information as a result of nutrition research

_____ 5. using foods that are safe and free of health hazards

_____ 6. using special diets for diseases such as diabetes, heart and kidney problems, etc.

_____ 7. using foods and services for special occasions

_____ 8. planning and preparing meals with foods that are plentiful during certain seasons

_____ 9. using services to assist with family meals when homemakers are ill

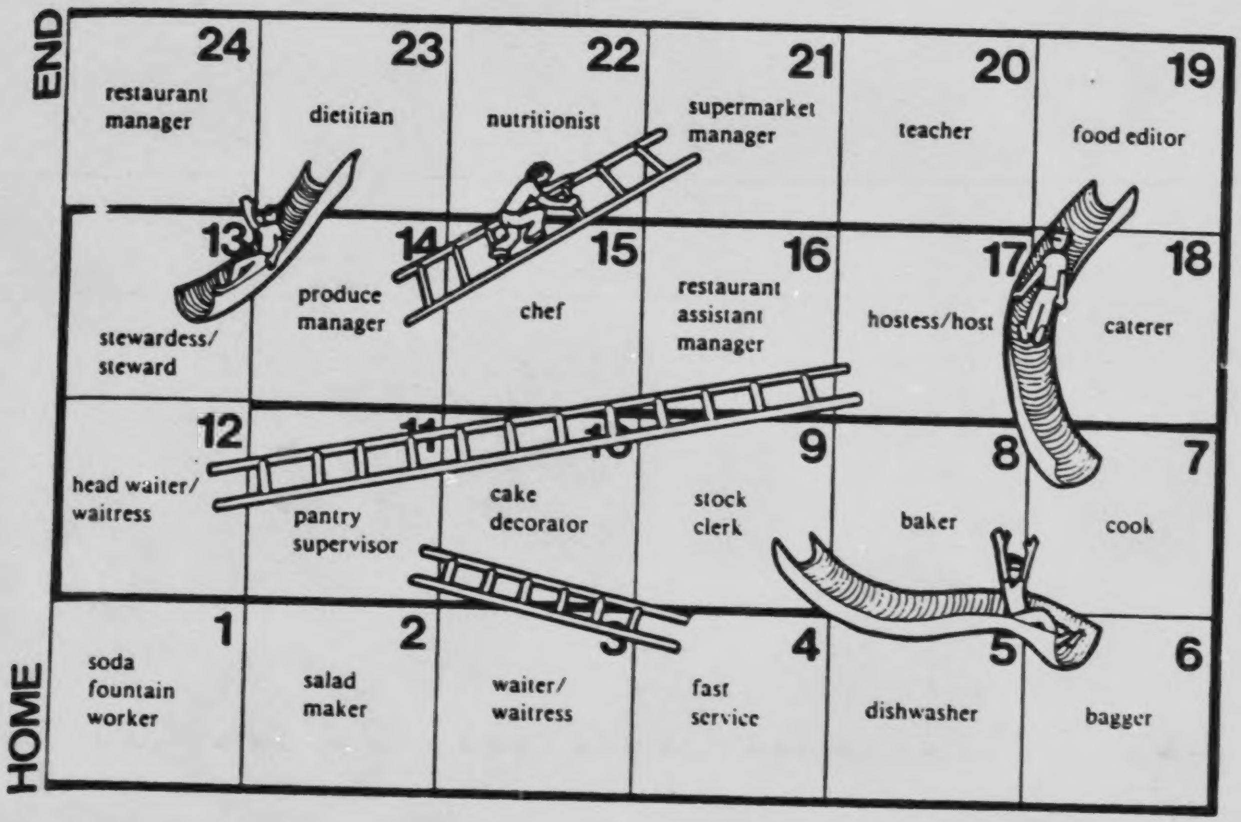
Column B
Food & Nutrition
Related Jobs

a. Caterer
b. Chef
c. Dietition
d. Extension Home Economist
e. Food Inspector
f. Home Economics Teacher
g. Homemakers Aide
h. Nutritionist

KEY:

1. b
2. c
3. c,d,f,h
4. d,h
5. e
6. c,h
7. a
8. d,f
9. g

FOOD AND NUTRITION
CURRICULUM GUIDE
Food Occupations Chutes and Ladders Game



Rules:

1. Player starts at HOME.
2. Player rolls the die and moves that number of spaces.
3. If player fails to answer a question about this occupation, player returns to his/her previous space.
4. If the space player moved to has a ladder, player may advance to the space at the end of the ladder, provided player answers a question about the occupation at the upper end.
5. If a space moved to has a chute and player fails to answer correctly, player falls to the end of the chute.
6. If player answers correctly, player stays, waits for another turn, and then rolls.
7. The one who reaches the end first wins the game.

Equipment: questions cards; pawns; die.

Adapted from: Exploration of Food Management, Production and Service Occupation. Tallahassee, FL, Dept. of Education, 1977.

Food Occupations Chutes and Ladders Game

Sample questions for cards:

1. Name one piece of equipment a soda fountain worker uses.
2. Name one task of a salad maker.
3. Name one important duty of a waiter/waitress.
4. Name one type of consumer who uses fast food services.
5. Name one important reason for having the job of dish washer.
6. Name one task of a bagger.
7. Name one responsibility of a cook.
8. Name one type of product a baker makes.
9. Name one disadvantage of being a stock clerk.
10. Name one piece of equipment a cake decorator uses.
11. Name one place a pantry supervisor works.
12. Name one qualification for a head waiter/waitress.
13. Name one task related to food that a steward/stewardess does.
14. Name one responsibility of a produce manager.
15. Name one type of chef.
16. Name one responsibility of a restaurant assistant manager.
17. Name one task of a host/hostess.
18. Name one advantage of being a caterer.
19. Name one publication in which a food editor might work.
20. Name one kind of population concerned with foods with whom a teacher works.
21. Name one type of worker a supermarket manager supervises.
22. Name one kind of consumer served by nutritionists.
23. Name one place that a dietian works.
24. Name one task of a restaurant manager.

FOOD LABELING GUIDELINES

THE LABEL:

PROVIDES THE SERVING SIZE AND THE NUMBER OF SERVINGS

INCLUDES THE CALORIES PER SERVING

STATES THE GRAMS OF PROTEIN AND THE PERCENTAGE OF RECOMMENDED DIETARY ALLOWANCE

INDICATES THE GRAMS OF CARBOHYDRATES AND FAT PER SERVING

SHOWS THE PERCENTAGE OF THE U.S. RECOMMENDED DIETARY ALLOWANCE (U.S. RDA) OF SEVEN VITAMINS AND MINERALS (VITAMINS A, C, THIAMINE, RIBOFLAVIN, NIACIN, CALCIUM AND IRON)

PROVIDES INFORMATION IF A FOOD CONTAINS ARTIFICIAL COLORING, ARTIFICIAL FLAVORING, OR CHEMICAL PRESERVATIVES

LISTS INGREDIENTS ON THE LABEL IN DESCENDING ORDER OF AMOUNT CONTAINED

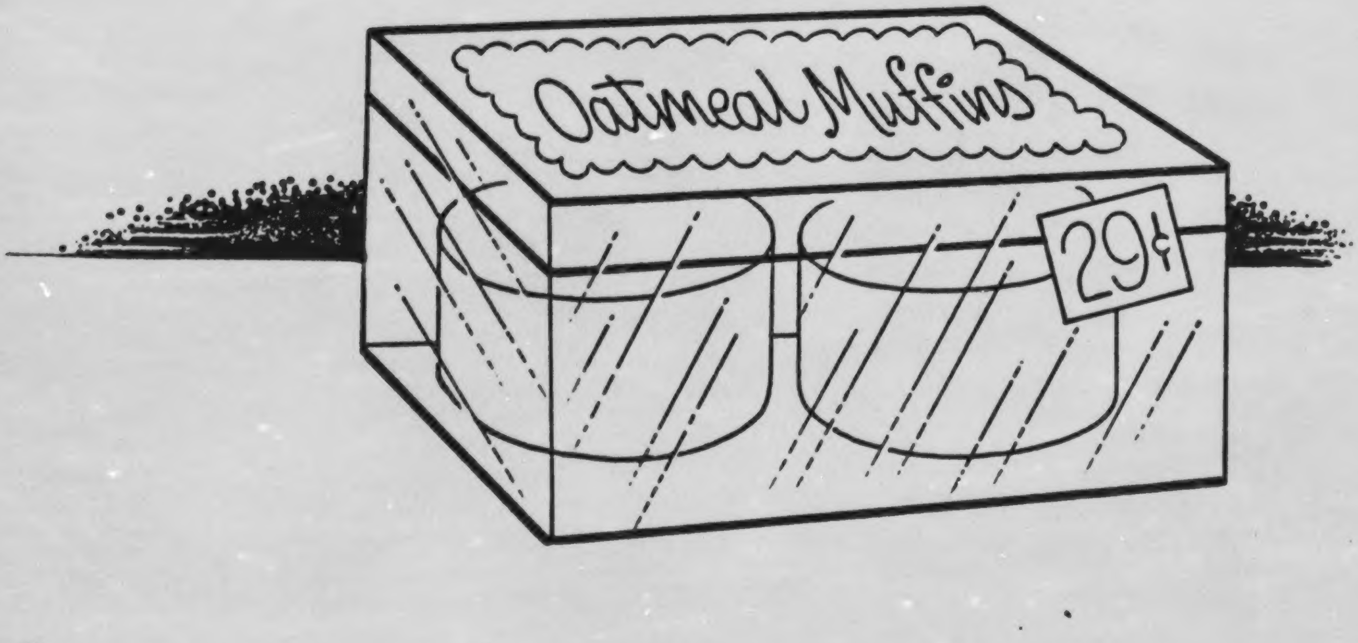
FOOD AND NUTRITION

CURRICULUM GUIDE

Transparency

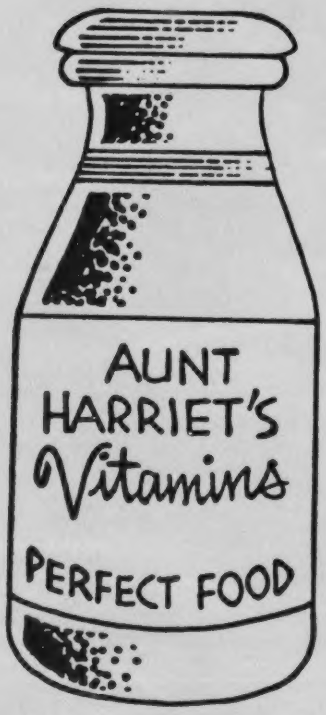
OATMEAL MUFFINS AD

NUTRITIOUS AND DELICIOUS. ENRICHED WITH VITAMIN B AND IRON. READY TO EAT FOR A QUICK SNACK. CONVENIENTLY AVAILABLE FOR 29¢ PER PACKAGE.



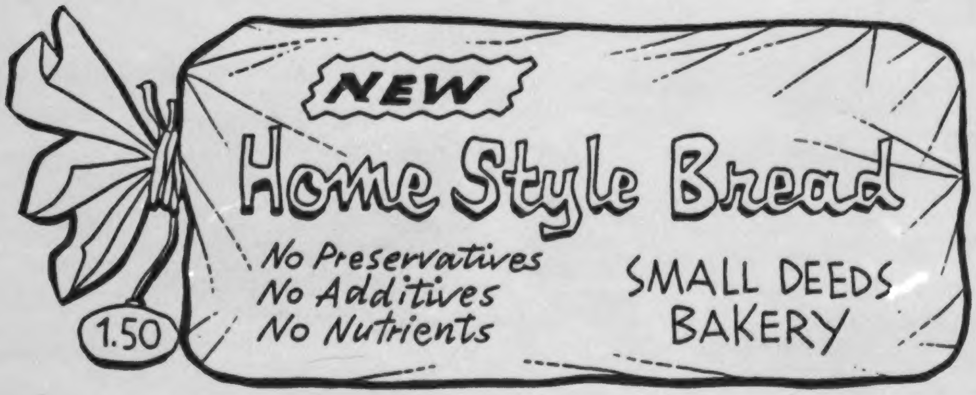
AUNT HARRIET'S VITAMINS AD

ALL YOU NEED FOREVER! YOU NEVER NEED TO EAT FOOD AGAIN. TAKE ONLY 4 TABLETS 3 TIMES A DAY FOR PERFECT HEALTH!



NEW HOMEMADE STYLE BREAD AD

BUY THIS TASTY, WHOLE GRAIN BREAD MADE BY AN OLD FAMILY RECIPE. CONTAINS NO PRESERVATIVES OR ADDITIVES. $1.50 A LOAF.



FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 1.3

Directions: Given a budget, family size and food ads, use the following menus and recipes to prepare a shopping list.

Breakfast

Orange Juice
Dry Cereal - Milk
Fresh Strawberries
Whole Wheat Toast
Butter - Grape Jelly
Milk

Lunch

Tuna Fish Sandwich
Carrot and Celery Sticks
Chocolate Pudding
Ice Tea

Dinner

Tomato Juice
Baked Pork Chops - Gravy
Broccoli Au Gratin
Lettuce-Tomato Salad - Italian Dressing
Hot Cresant Rolls - Butter
Cherry Jello - Banana - Whipped Topping
Coffee Milk

Recipes

Breakfast

no recipes needed

Lunch

Tuna Salad Sandwiches

1 can (6-3/4 oz.) tuna, drained
1/4 c. celery, diced
1 T. pickle relish
2-3 T. mayonnaise
1 T. onion, minced (optional)
8 slices whole wheat bread

1. Combine first 5 ingredients in bowl.
2. Cover and chill in refrigerator.
3. Spread between slices of bread.
4. Cut in half.
5. Serve with garnish

Carrot and Celery Sticks

Allow 1 stalk of celery and 1 carrot per person.

1. Wash vegetables.
2. Peel carrots with vegetable peeler.
3. Slice lengthwise into strips.
4. Cut celery lengthwise into strips.

Chocolate Pudding (Serves 4)

2 c. milk
1 pkg. chocolate pudding mix

Mix milk and pudding in saucepan. Cook over low heat. Stir constantly until thickened. Pour into serving dishes. Cover surface with plastic wrap to prevent scum.

Evaluation Device for T.P.O. 1.3 (cont.)

Tea

Use instant tea. Mix 1 t. per glass of 8 oz. water. Mix in pitcher. Pour over ice. Serve.

Dinner

Pork Chops

6 pork chops, 3/4" thick   1/2 t. salt   1/4 pepper   4 T. flour
1/2 c. oil

1. Wipe surface of pork chops with damp paper towel.
2. Season with salt and pepper.
3. Roll in flour.
4. Brown on both sides in hot oil.
5. Remove to baking dish and put in 375 degree oven.

Broccoli Au Gratin

1 (10 oz) pkg. frozen broccoli spears   1 t. salt   1 can cheese soup
3/4 c. milk

1. Cook broccoli according to package directions in salted water.
2. Heat cheese soup and milk for cheese sauce.
3. Pour hot sauce over broccoli.
4. Garnish with paprika and serve.

Lettuce and Tomato Salad

1/4 head lettuce   2 medium tomatoes   1 bottle italian dressing

Crescent Rolls (use packaged crescent rolls)

Prepare according to package directions.

Jello with bananas

1 pkg. cherry gelatin   2 large bananas   1 carton whipped topping

Prepare gelatin according to package directions. Allow to chill until slightly thickened. Add sliced bananas. Chill until firm. Serve with a spoon of whipped topping as a garnish.

instant or regular coffee
milk - whole, homogenized

Comparision Shopping Worksheet A

ITEMS	Store #1 Name of Store	Store #2 Name of Store	Store #3 Name of Store	Which store has the best prices?
1 lb. bottom round steak				
1 head lettuce				
1 lb. Delicious apples				
1 qt. mayonnaise				
1 doz. large eggs				
1 gal. whole, homogenized milk				
Center Cut Pork Loin Roast				
1 lb. bananas				
1 lb. coffee				
1 lb. cottage cheese				

FOOD AND NUTRITION

CURRICULUM GUIDE

Comparison Shopping Worksheet B

	MILK	BREAD	EGGS	SUGAR	LETTUCE
Store #1					
Store #2					
Store #3					
Best Price					
Name of store					

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.1

Family Situation

Margaret and Terry Lewis and their twin fourteen year old daughters live in a small town in Central Florida. Mr. Lewis works at the post office and Mrs. Lewis works part time in the school lunchroom. Mrs. Lewis's mother, Mrs. Lopez, has come from Puerto Rico to live with the Lewis family. The Lewis family has one automobile which Mr. Lewis uses to go to work. There are two supermarkets in the town. One is located three miles from the Lewis home. The other is seven miles away. There are several farm stands in the area which have fresh fruits and vegetables when they are in season. Mr. Lewis has just had his yearly physical and has found out that he has high blood pressure. He has also been advised that he should loose some weight.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device T.P.O. 2.2

Match the nutrients listed on the left with their function and food sources on the right. Use each nutrient twice.

Nutrients

A. Proteins

B. Fats

C. Carbohydrates

D. Vitamins

E. Minerals

Functions

_____ 1. provides quicke energy

_____ 2. promotes good health

_____ 3. builds and repairs

_____ 4. regulates body processes

_____ 5. provides energy

Sources

_____ 6. oil, butter, whole milk

_____ 7. meats, eggs, cheese

_____ 8. breads, cereals, fruits

_____ 9. dairy products, liver, iodized salt

_____10. citrus fruits, leafy green and yellow vegetables, enriched breads

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device T.P.O. 2.3

Food Intake Checksheet

List the number of servings found for each group. Write in the number of servings needed each day. Figure the difference between the total number of servings consumed and the required number of servings.

	Grain	Meat	Milk	Fruit & Vegetables
Number of servings needed each day				
Breakfast 1 Glass Orange Juice 1 Poached Egg 1 Piece buttered Whole Wheat Toast 1 Glass Milk Lunch Hamburger on a roll Potato Chips Coke Dinner Roast Chicken Macaroni and Cheese Roll and Butter Iced Tea Snacks Candy Bar Bag of Potato Chips Apple				
Total Servings Eaten				
Servings + or - =				

Recommendation for improvements

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.3

Directions: Put a "happy face" ☺ beside those snacks which are nutritious. In the space to the right of each snack, explain how the snack meets or does not meet the Basic Four Food requirements.

Snacks	Basic Four Explanation
1. apple	
2. potato chips	
3. candy bar	
4. ice cream bar	
5. peanut butter sandwich	
6. chocolate chip cookies	
7. orange	
8. milk	
9. chocolate milk	
10. coca cola	

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.3

Directions: Select the dinner which completes the nutritional requirements for the day.

Number of Servings

Meat Milk F & V B & C

Breakfast - (at home)

Orange Juice
Ham Eggs
Blueberry Muffins, butter
Milk

Total:

Lunch - (at home)

Macaroni and Cheese
Carrots and Celery Strips
Green Beans
Corn Bread and Butter
Milk

Total:
Breakfast and Lunch Total:

Dinner - (away from home)

A. Quarter pounder/cheese
Fries
Milk Shake

B. Kentucky Fried Chicken
Mashed potatoes/gravy
Cole Slaw, rolls
Milk, ice cream cone

C. Cheese and Sausage Pizza
Tossed Salad

Total needed:

Meat	Milk	F & V	B & C
2	4	4	4

Servings needed at dinner:

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.4

SNACK LIST

Directions: Put a check ( ) in front of those snacks which contain the most nutrients for the fewest calories.

1. Chocolate Milk
2. Potato Chips
3. Apple
4. American Cheese
5. Quarter of Baked Chicken
6. Candy Bar
7. Cola Drink
8. Peanut Butter Sandwich
9. Chocolate Chip Cookies
10. Deviled Egg
11. Raw Cauliflower & Carrots
12. Cereal and Milk
13. Banana
14. Apple Pie
15. Cottage Cheese
16. Strawberry Milk Shake
17. Toast, Butter, Honey
18. Milk
19. Quarter Fried Chicken
20. Orange

Key: 3, 5, 8, 10, 11, 12, 13, 15, 18, 20.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.5

Directions: Place a plus (+) in front of those foods which are high in calories and would be suitable for weight gain. Place a minus (-) in front of those foods which are low in calories and would be suitable for weight loss.

____ 1. Plain Yogurt
____ 2. Apples
____ 3. Apple Pie
____ 4. Baked Potato/ Salt and Pepper
____ 5. Steamed Broccoli
____ 6. Broiled Fish
____ 7. Baked Chicken
____ 8. Hot Fudge Sundae
____ 9. Fried Fish
____ 10. French Fried Potatoes
____ 11. Creamed Carrots
____ 12. Celery Sticks
____ 13. Potato Chips
____ 14. Boiled Egg
____ 15. Fritos
____ 16. Hush Puppies
____ 17. Baked Potato/ Butter/Sour Cream/ Bacon Bits
____ 18. Cheese Cake
____ 19. Chocolate Cake
____ 20. Chocolate Candy
____ 21. Rocky Road Ice Cream
____ 22. Double Decker Cheeseburger, all the way
____ 23. Toast with Butter and Jelly
____ 24. Broiled Hamburger Patty
____ 25. Fried Chicken

Key:

1. -
2. -
3. +
4. -
5. -
6. -
7. -
8. +
9. +
10. +
11. +
12. -
13. +
14. -
15. +
16. +
17. +
18. +
19. +
20. +
21. +
22. +
23. +
24. -
25. +

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.5

Directions: Choose the day's menu that is most suitable for a weight loss diet and circle five(5) low calorie foods in that day's menu.

	MENUS DAY 1	MENUS DAY 2	MENUS DAY 3
BREAKFAST	Orange Juice Fried Potatoes Bacon Fried Eggs Toast, Butter and Jelly	Orange Juice Eggs Toast, Butter	Tomato Juice Sugarless Cereal Skim Milk Black Coffee
LUNCH	Double Cheese-burger Large Fries Milk Shake Sundae	Hamburger/Bun Lettuce and Tomatoe Fries Milk	Tuna on Lettuce Hard Boiled Egg Crackers Tea Fresh Fruit
DINNER	Fried Chicken Potato Salad Onion Rings Cake Pudding	Spaghetti Tossed Salad Bread Tea Cookies	Baked Chicken Tossed Salad Steamed Broccoli Pineapple Ring Skim Milk Apple

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.6

Directions: Read the following statements carefully. In the space at the left of each statement, check true if the statement is true or check false if the statement is false.

True False

____ ____ 1. Special "low calorie" breads are needed in reducing diet.
____ ____ 2. People on reducing diets should not drink much water.
____ ____ 3. Meat is fattening food.
____ ____ 4. Beets make rich, red blood.
____ ____ 5. Grapefruit is a reducing food.
____ ____ 6. Proteins and starches should not be eaten together.
____ ____ 7. Milk and fish and milk and tomatoes are harmful combinations of food.
____ ____ 8. Everyone should take vitamins tablets.
____ ____ 9. Toast has fewer calories than bread.
____ ____ 10. Craving for a certain food means your body needs that food.
____ ____ 11. A hot cereal is needed for breakfast by everyone.
____ ____ 12. Pasteurization of milk destroys its nutritional properties.
____ ____ 13. Yogurt is more nutritious than milk.
____ ____ 14. Today's foods are poor in vitamins and minerals because of worn out soil.
____ ____ 15. Weight can be lost without cutting down of foods by taking a weight reduction pill.
____ ____ 16. Omitting breakfast is a good way to reduce weight.
____ ____ 17. Blackstrap molasses will cure anemia and rheumatism.
____ ____ 18. White eggs are superior to brown eggs.
____ ____ 19. Raw eggs are more nutritious than cooked eggs.
____ ____ 20. Spinach is a highly concentrated source of vitamins and minerals.
____ ____ 21. Fish is a "brain food".
____ ____ 22. Educated people are known to select better diets than those less educated.
____ ____ 23. Adults outgrow the need for milk.
____ ____ 24. Enough protein can be obtained from eating fruits and vegetables.
____ ____ 25. Rare meats are better for you than well cooked meats.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 2.7

Directions: Match the additives in Column B which best corresponds to each Purpose in Column A. Write the letter in the blank space provided in Column B. The Purposes in Column A may be used more than one time.

Purposes of Food Additives
Column A

A. increase nutrients
B. prevent spoilage
C. improve taste
D. add color
E. control acidity
F. serve an agent for speeding up the aging process in appropriate foods

Food Additives
Column B

____ 1. Annatto
____ 2. Benzyl Perioxide
____ 3. B.H.A. (Butylated Hydroxy-Anisole)
____ 4. B.H.T. (Butylalted Hydroxytoulene)
____ 5. Calcium
____ 6. Calcium Propionate
____ 7. Carotene
____ 8. Chlorine
____ 9. Citric Acid
____ 10. Cochineal
____ 11. Herbs
____ 12. Potassium Acid Tartrate
____ 13. Salt
____ 14. Sodium Bicarbonate
____ 15. Spices
____ 16. Sugar
____ 17. Vitamin C - A
____ 18. Vitamin D - A

Key:

A = 5, 17, 18
B = 3, 4, 6, 13
C = 11, 13, 15, 16
D = 1, 7, 10
E = 9, 12, 14
F = 2, 8

Factors that Affect Food Choices Game

Materials Needed:

Sign or poster for each factor (place in different sections of their room.)
Examples of factors:

Health, Cultural Background, Age, Activity & Occupation, Geographic Location, Time of the Year, Cost, Transportation, Size of family.

Four or five descriptions of different families (See evaluation device T.P.O. 2.1 for an example).

Procedure:

Divide students into groups of four or five.

Give each group copies of one family description.

Each group describes which factors effect the food choices for their family description.

One student from each group goes to stand by the sign for each factor they have chosen.

Students must give reasons for their decisions.

FOOD AND NUTRITION

CURRICULUM GUIDE

The Role of Nutrients

	Function	Deficiencies	Sources
PROTEINS	1. Help build and repair body tissues 2. Provide energy 3. Regulate body processes 4. Help form antibodies to build resistance to disease	1. Stunted growth 2. Mother cannot breast feed baby 3. Lack of vigor 4. Low resistance to infections 5. Pellagra	Lean meats, eggs, milk products, nuts and beans, poultry, fish
FATS	1. Provide fuel for energy 2. Help maintain body heat 3. Give flavor to foods 4. Furnish fatty acids which are essential to health 5. Prevent eczema (inflammatory disease of the skin) 6. Possible sources of fat soluble Vitamins: A,D,E,K	1. Less energy 2. Little fatty tissue on body 3. Less flavor in foods	Butter, cheese, shortening, oils salad dressing, chocolate
CARBOHYDRATES	1. Provide energy 2. Maintain blood sugar 3. Protein-sparing action (conserves the protein for growth and repair) 4. Assist body in use of fats 5. Provide bulk which helps prevent constipation	1. Poorly developed 2. Less energy 3. Slow utilization of fat	Potatoes, sugar, corn, starches

The Role of Nutrients (con't.)

Function	Deficiencies	Sources
CALCIUM		
1. Essential for strong teeth and bones 2. Helps normal blood clotting 3. Regulates muscle activity	1. Stunted growth 2. Rickets 3. Slow clotting of blood	Milk, cheese, soybeans, leafy green vegetables, eggs, dry legumes
VITAMIN A		
1. Promotes growth, appetite, and healthy skin 2. Aids maintenance of normal skin 3. Prevents respiratory infections 4. Contributes to health, growth, and good teeth formation	1. Retarded growth 2. Night blindness 3. Rough dry skin 4. Eye inflammation 5. Susceptiable to communicable diseases	Liver, butter, egg yolk, dark green leafy vegetables, yellow fruits and vegetables, whole milk
VITAMIN B_1 (Thiamine)		
1. Essential for carbohydrate metabolism 2. Good digestion 3. Elimination 4. Proper nerve functions 5. Best muscular work 6. Good appetite and growth	1. Retarded growth 2. Nervousness 3. Poor appetite 4. Constipation 5. Tiredness	Organ meats, whole grain cereals, dried beans and peas, milk, legumes, muscle meats
VITAMIN B^2 (Riboflavin)		
1. Promotes growth 2. Healthy skin and eyes 3. Helps cells use oxygen in providing body with energy	1. Retarded growth 2. Sores on face and mouth 3. Inflamed eye lids	Milk products, meats, eggs, green leafy vegetables, wheat products

The Role of Nutrients (con't.)

Function	Deficiencies	Sources
NIACIN		
1. Helps build healthy skin and tongue 2. Helps use carbohydrates 3. Aids digestion 4. Helps nervous system 5. Protects body against pellagra	1. Rough, inflamed skin 2. Mental depression 3. Nervousness 4. Digestive disorders 5. Pellagra	Liver, fish poultry, meats peanut butter
VITAMIN C		
1. Helps maintain firm healthy gums 2. Maintain blood, bones, and tissues 3. Utilize iron properly 4. Helps build resistance to infection 5. Helps heal wounds and fractures 6. Essential to formation of cement between cells (intercellar substances)	1. Bleeding in any part of the body 2. Bruises easily 3. Scurvy	Citrus fruits and juices, tomatoes, strawberries, liver, potatoes, dark green vegetables
VITAMIN D		
1. Needed for metabolism of phosphorous 2. Promotes normal growth of bones and teeth	1. Soft bones 2. Poor tooth development	Salt water fish, sunshine, liver, milk, eggs
VITAMIN E		
1. Helps preserve unstable vitamins 2. Promotes growth 3. Unites with oxygen and protects red blood cells	1. Poor growth 2. Reproduction problems	Eggs, butter, liver and other meats, milk, wheat, beans

FOOD AND NUTRITION

CURRICULUM GUIDE

The Role of Nutrients (con't.)

Function	Deficiencies	Sources
VITAMIN K		
1. For normal clotting of blood 2. Normal functioning of the liver	1. Abnormal clotting of blood	Liver, spinach, cabbage, wheat and oats, soybeans
WATER		
1. Usefulness as a solvent 2. Helps promote the flow of digestive juices and dilutes the food taken 3. Carries soluble nutrients to tissues 4. Aids in excretion 5. Regulates body temperature 6. Tissue building	1. Poor general health	Fluids taken in water contained in solid foods and by water produced in body as a result of metabolic processes
PHOSPHOROUS		
1. Essential for body tissue and cells 2. Provide proper bone and teeth development 3. Reacts chemically with fats and carbohydrates to give energy and material needed for growth 4. Assist normal response of nerves to stimulation	1. Poor teeth 2. Rickets	Whole grain breads, meat, fish, poultry, eggs, dried beans, milk and milk products
IODINE		
1. For proper functioning of thyroid gland 2. Controlling factor in basal energy metabolism	1. Goiter	Iodized salt, salt water fish, broccoli

The Role of Nutrients (con't.)

Function	Deficiencies	Sources
IRON		
1. Iron with help from copper combines with protein to form hemoglobin, a compound in red blood cells (the same iron is used over and over again in the body) 2. Special need for iron exists during period of growth when blood supply is increasing to replace losses from menstruation, for development of blood supply of unborn child during pregnancy, and to supply iron for breast-fed infants	1. Nutritional anemia 2. Tiredness and faint feeling 3. Poor appetite	Liver, spinach, heart egg yolks kidney meats, dried fruits, whole grain cereal

FOOD AND NUTRITION

CURRICULUM GUIDE

Nutrient Commercial Guidelines

List basic nutrients on chalkboard.

Divide students into groups. Assign a specific class of nutrients to each group for research and to write a report. The report to the class may be in the form of a commercial. The commercial should attempt to sell foods which supply the nutrient. The following materials should be included in the report:

. . . . functions of the nutrient within the body

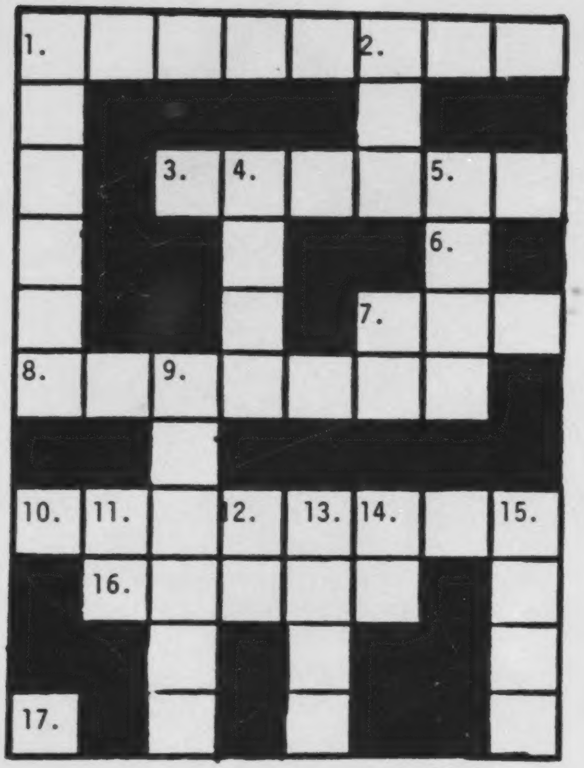
. . . . specific nutrients most likely to be found missing or inadequate in meals

. . . . foods which would supply the nutrient

. . . . average servings related to caloric content

Teacher should assist in planning "commercials" to see that all major points are discussed. Transparencies, pamphlets and textbook materials should be made available.

Nutrition Crossword Puzzle



ACROSS:

1. Deficiency disease from lack of Vitamin B_1.
3. Deficiency disease from lack of Vitamin C.
6. A fat soluable vitamin.
7. A protein food.
8. Deficiency disease from lack of Vitamin D.
10. Protective foods.
16. Rich in vitamins.
17. Vitamin associated with the "Limeys".

DOWN:

1. Used on hot bread.
2. Auditory organ.
4. To prepare food.
5. Foods rich in vitamins (abbr.).
7. Latin for "and".
9. Kinds of fruit rich in Vitamin C.
11. Conjunction.
12. Chemical abbreviation for gold.
13. Nearly perfect food.
14. Pronoun.
15. Uses juices from cooked vegetables.

KEY:

ACROSS

1. beriberi
3. scurvey
6. E
7. egg
8. rickets
10. vitamins
16. fruit
17. C

DOWN

1. butter
2. ear
4. cook
5. vegs
7. et
9. citrus
11. if
12. au
13. milk
14. it
15. soup

FOOD AND NUTRITION

CURRICULUM GUIDE

BASIC FOUR FOOD GUIDE

Food Group	Number of Servings	Foods Included in Group
Milk Group	Teens 4 servings daily Children 3 servings daily Adults 2 servings daily	ice cream cream cheese cheeses
Meat Group	2 servings daily	beef pork poultry eggs nuts dried peas beans
Fruit & Vegetable Group	4 servings daily 1 serving daily from vitamin C source 1 serving every other day of leafy green or yellow vegetables	
Grain Group	4 servings daily	bread cereals pasta products

FOOD AND NUTRITION

CURRICULUM GUIDE

Basic Four Food Guide Chart

Directions: Complete the chart on the Basic Four.

Food Group	Number of Servings	Foods Included in Group
Milk Group		
Meat Group		
Fruit & Vegetable Group		
Grain Group		

FOOD AND NUTRITION

CURRICULUM GUIDE

Menues

Menu A	Menu B	Menu C
Breakfast		
Orange Slices	Banana	Nothing
Bacon Eggs	Life Cereal - Milk	
Whole Wheat Toast, Butter		
Milk Coffee		
Lunch		
Tomato Juice	Tossed Salad-Italian Dressing	Peanut Butter/Jelly Sandwich/Whole Wheat Bread
Tuna Salad Sandwich/ Rye Bread	Crackers	Apple
Chocolate Chip Cookies	Milk	Milk
Milk		
Dinner		
Roast Beef	Ham Sandwich	Fruit Cup
Baked Potato	Candy Bar	Fried Chicken
Green Beans	Coke	
Fruit Compote		
Milk		

Key

Meat 1½	Meat 0	0
Milk 1	Milk 1	0
F & V 1	F & V 1	0
B & C 1	B & C 1	0
Meat 1	Meat 0	Meat 1
Milk 1	Milk 1	Milk 1
F & V 1	F & V 2	F & V 1
B & C 2	B & C 1	B & C 2
Meat 1	Meat 1	Meat 1
Milk 1	Milk 0	Milk 0
F & V 3	F & V 0	F & V 1
B & C 0	B & C 1	B & C 0

FOOD AND NUTRITION

CURRICULUM GUIDE

CHECKSHEET FOR 3 DAYS' MENU

Fill in the chart with the foods you have eaten for three days. List the number of servings found for each group. Write in the number of servings needed every day. Figure the difference between the total number of servings consumed versus the required number of servings for your age group.

	Grains	Meat	Milk	Fruit & Veg.
Breakfast				
Lunch				
Dinner				
TOTAL SERVINGS EATEN				
SERVINGS + or - +				

FOOD AND NUTRITION

CURRICULUM GUIDE

Student Survey

Student Survey
Sample Question

	Always	Sometimes	Never
1. Breakfast			
1a. How often do you eat breakfast?			
1b. How often do you have fruit?			
1c. How often do you have cereal?			
1d. How often do you have eggs?			
1e. How often do you have milk?			
2. Lunch			
2a. How often do you eat lunch?			
2b. How often do you have soup?			
2c. How often do you have a sandwich?			
2d. How often do you have vegetables?			
2e. How often do you have fruit?			
2f. How often do you have milk?			
3. Dinner or Supper			
3a. How often do you have dinner or supper?			
3b. How often do you have fish?			
3c. How often do you have meat?			
3d. How often do you have poultry?			
3e. How often do you have vegetables?			
3f. How often do you have salad?			
3g. How often do you have milk?			

FOOD AND NUTRITION

CURRICULUM GUIDE

Student Survey (con't.)

Student Survey Sample Questions	Always	Sometimes	Never
4. Snacks (between meals)			
4a. How often do you have fruits and vegetables?			
4b. How often do you have breads?			
4c. How often do you have cake and cookies?			
4d. How often do you have soda?			
4e. How often do you have chips, pretzels, etc.?			
4f. How often do you have candy?			
4g. How often do you have milk shakes?			
4h. How often do you have pizza?			
4i. How often do you have other?			
4j. How often do you have snack foods?			

FOOD AND NUTRITION

CURRICULUM GUIDE

Nutrients and Calories In Selected Fast-Food Items

					PERCENT US RDA							
	CAL-ORIES	PRO-TEIN (g)	CARBO-HYDRATE (g)	FAT (g)	PRO-TEIN	VIT. A	VIT. C	THI-AMIN	RIBO-FLAVIN	NIACIN	CAL-CIUM	IRON
Hamburger	249	13	28	10	20	3	7	12	21	20	5	14
Cheeseburger	309	16	30	14	24	6	7	13	30	22	14	13
French Fries	215	3	28	10	5	*	15	7	2	13	*	2
Vanilla Shake	322	11	55	7	17	*	*	5	31	2	35	*
Fried Chicken Dinner	(900)	—	—	—	60	5	67	9	21	47	12	20
Pizza (½ of 19" pizza)	480	29	54	16	45	10	*	25	40	40	40	*

* One serving supplies less than 2 percent of the US RDA for these nutrients.

FOOD AND NUTRITION

CURRICULUM GUIDE

FALLACY AND FOOD FACTS*

Fallacy: All children should take vitamin supplements in the winter time. In fact, the more vitamins anyone takes, the better.

Fact: Vitamin supplements and other forms of concentrates are quite useless for healthy children and adults whose diet provides adequate vitamin intake. Vitamin pills will be beneficial only to the person who has a real deficiency, and many pills contain a number of vitamins which one does not need in amounts greater than he receives in his usual diet. Excessive intake of Vitamin A and D have been known to cause toxic conditions. Excesses of water soluble vitamins over and above those needed by the body are excreted from it.

Physicians may recommend supplementation of the diet when physical or emotional illness prevents the consumption of a fully adequate diet.

Fallacy: A large amount of Vitamin C prevents bad colds.

Fact: Research has not shown that additional amounts of ascorbic acid have any value whatsoever in the prevention of common colds, hay fever, and other related disorders. The RDA is considered very generous; the body cannot support excesses.

Fallacy: Gelatin will prevent fingernail chipping.

Fact: There is no experimental or observational data to substantiate the claim that gelatin will correct brittle nails. Gelatin is a food of very low biological protein value. In fact, gelatin is the only food from a animal source that does not contain complete proteins. Since it is made up of incomplete proteins, it cannot build new tissues or renew worn tissues. A severe protein deficiency could affect nails; however, they are the last parts of the body to be involved.

Fallacy: Storing foods in an opened can is dangerous.

Fact: The can is an excellent container, but food in cans should have the same care as fresh-cooked foods and be kept in the refrigerator. The inside of cans on the market today have been specially treated and eliminate the dangers formerly encountered, since they are much more sanitary than any household container.

Fallacy: In order to control weight, one must substitute formula diets for regular meals.

FOOD AND NUTRITION

CURRICULUM GUIDE

FALLACY AND FOOD FACTS (con't.)

Fact: Formula diets do offer one means of getting a controlled calorie intake. Unfortunately, people who use formula diets as a way to reduce weight are not learning food habits which will help control weight throughout their lives. Studies show that most people who lose weight by formula diets gain the weight back within a period of a year. The only ways to lose weight are to take in less energy or use more. (Examples of formula diets: Metrecal, Carnation Slender, Sego, Shape.)

Fallacy: An example of one of the popular fad diets is the so-called grapefruit diet. The claim is made that the acid in the grapefruit burns up the calories that produce excess body fat.

Fact: Citric acid is actually a form of carbohydrate, which contains four calories/gram. There is no biological process in which fat is utilized by intake of any organic acid. This is completely fallacious and is refuted by the Mayo Clinic.

Fallacy: "Health foods" such as yogurt; sunflower, sesame, pumpkin, and squash seeds; honey and vinegar; and safflower oil are products having unusual health values.

Fact: No single food or combination of foods have any health-giving properties other than nutrients they provide.

Yogurt: It has the same nutritive and caloric value as the milk from which it is made. When made from partly skimmed milk, it is lower in fat, vitamin value, and calories than when made from whole milk.

Sunflower, sesame, pumpkin, and squash seed: These types of seeds vary in nutritive value. These seeds are used as appetizers, as garnish for prepared foods, and in other ways. Sunflower seeds have no unique health promoting properties.

Honey and vinegar: These foods have no special nutritional merit, taken either singularly or together. About four-fifths of the weight of honey is a mixture of sugars. The remaining one-fifth is water. Distilled vinegar has only a trace of mineral matter. It is claimed that the acid in the vinegar "eats away" at calcium deposits which cause arthritis.

Fallacy: High protein diet - eat only protein foods and drink eight glasses of water a day to lose weight.

Fact: Weight control is influenced by the number of calories, not the source of calories. This diet would also prevent one from securing some of the necessary nutrients.

*Taken from Food and Nutrition Guide, Escambia County, Florida, 1971.

FOOD AND NUTRITION

CURRICULUM GUIDE

FAD DIETS

1. Zen Diet - only oatmeal, cornmeal, buckwheat and rice cakes are eaten.
2. Atkins Diet - only protein foods and water, at least 10 glasses a day.
3. Dr. Siegal's Fiber Diet - add unprocessed bran to foods to cause foods to move through the intestinal tract rapidly. Causes Diarrhea.
4. Low Carbohydrate Diet - Eat anything you want as long as you keep the carbohydrate intake below 60 grams per day.
5. Grapefruit Diet - eat grapefruit 3 times a day to burn up fat.
6. Bananas and Milk - eat only milk and bananas to lose weight quickly.
7. Exchange List - foods are divided into lists and you are given a certain number of choices from each list per day.
8. Weight Watchers Diet - each person is given a number of servings from each food group with certain forbidden foods.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 3.1

FOODS FOR A MENU WITH SENSORY APPEAL

Directions: From the following list of foods, choose an appetizer, main course, pasta or potato, vegetable, salad, dessert and beverage, that will provide contrast in color, flavor, texture, size and shape, and temperature. Write the menu in the space provided.

Appetizers

Grapefruit Juice
Stuffed Celery
Tomato Juice

Main Dishes

Tuna Salad
Broiled Fish
Fried Fish

Vegetables

Broccoli/Cheese Sauce
Buttered Cauliflower
Mashed Potatoes
Baked Potato

Salad

Apple and Celery
Lettuce-Sliced Tomato
Macroni Salad

Breads

Hard Rolls
Hot Biscuits
Sliced White Bread

Desserts

Vanilla Ice Cream
Egg Custard
Apple Crisp

Beverage

Lemonade
Coffee
Cherry Fruit Punch

MY MENU

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 3.2

Jim Whigham, 14 years old, is the member of a family consisting of Bill, 17 years old, Marie, 4 years old, and his mother and father who both are employed outside the home. Mr. Whigham, the father, takes Jim and Bill to school on the way to his job at 7:30 each morning. Mrs. Whigham takes Marie to the Nursery School before going to her job at 8:30 a.m. The Whighams feel that breakfast is an important meal. Select one of the following breakfast menus and justify your choice in relation to (a) use of time, (b) use of energy, (c) cost of food and (d) family sharing of responsibilities.

Breakfast Menu 1	Breakfast Menu 2
Fresh Orange Juice	Tomato Juice
Oatmeal/Milk	Scrambled Eggs/Sausage
Toast/Strawberry Jam	Toast/Butter
Hot Chocolate	Milk

Menu Chosen:

Reasons for Choice:

(a) Use of time-

(b) Use of energy-

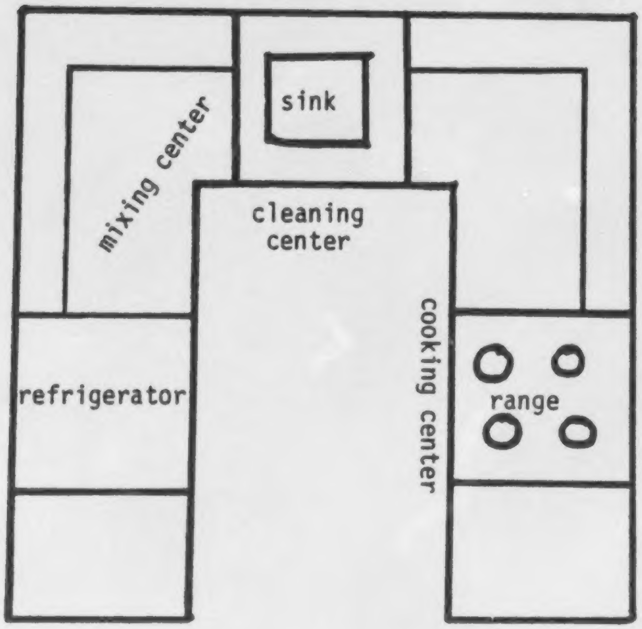
(c) Cost of food-

(d) Family Sharing of Responsibilities-

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 3.2



Directions: Place the number representing each piece of small equipment and/or utensil in the correct storage area on the diagram. Consider the placement of small equipment.

1. Measuring Cups
2. Cooling Rack
3. Flour Cannister
4. Paring Knife
5. Rubber Scrapers
6. Spatula
7. Can Opener
8. Bread Knife
9. Flour Sifter
10. Colander
11. Saucepan
12. Covered Plastic Containers
13. Dish Towel
14. Mixing Bowl
15. Dish Drainer

(a) measuring

(b) cutting

(c) cooling

(d) mixing

(e) baking

(f) storing

(g) cleaning up

FOOD AND NUTRITION

CURRICULUM GUIDE

SENSORY APPEAL WORKSHEET

Do you see some ways in which these menus might be improved? List the most needed improvements for each menu according to color, texture, temperature, flavor, and shape.

Menus	List of Suggested Changes
Baked Perch Mashed Potatoes Cauliflower Canned Pear Halves Angel Food Cake Milk	
Stewed Beef Harvard Beets Diced Carrots Canned Fruit Cocktail Milk	
Hamburger Spinach Broccoli Devil's Food Cake Chocolate Milk	
Beef Patty Boiled Onions Whole Potatoes Pear & Cottage Cheese Salad Milk	
Hard Cooked Eggs Dried Lima Beans Sliced Swiss Cheese Bread & Butter Vanilla Custard Milk	
Cottage Cheese & Lettuce Salad Orange Cake & Sherbert Milk	

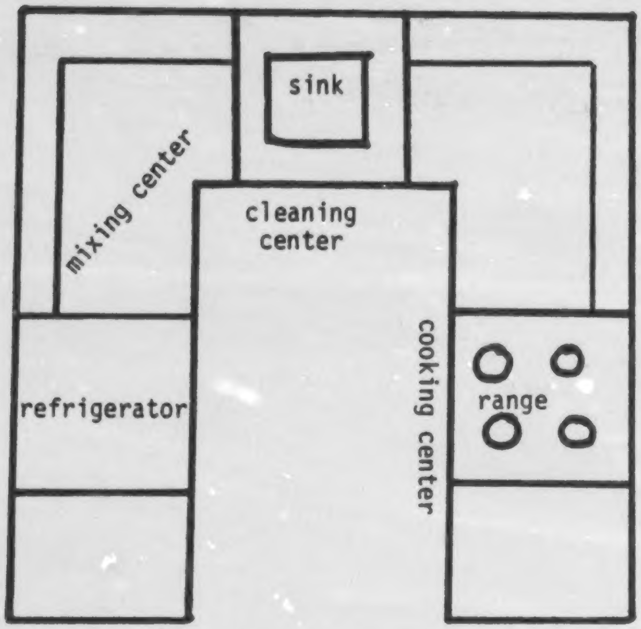
Sensory Appeal Worksheet (con't.)

Menus	List of Suggested Changes
Apple Juice Clam Chowder Prune Whip Milk	______________________
Grilled Hamburger Black Eyed Peas Baked Potato Chocolate Ice Cream on Brownie Coffee	______________________

FOOD AND NUTRITION

CURRICULUM GUIDE

Small Equipment and Utensil Location Worksheet



Tasks performed in kitchen centers dictate where equipment is stored.

Directions: After each of the pieces of equipment or utensil listed below, write the name of the center it should be stored in.

1. Saucepan________________________

2. Dishwashing Detergent________________

3. Skillet_________________________

4. Plates__________________________

5. Electric Skillet__________________

6. Pancake Turner____________________

7. Vegetable Brush___________________

8. Cups and Saucers___________________

9. Pastry Blender____________________

10. Roasting Pan_____________________

11. Pie Pans______________________

12. Mixer_________________________

13. Wooden Spoon_________________

14. Sponge________________________

15. 8 x 8 Square Cake Pan________

16. Toaster_______________________

17. Paring Knife___________________

18. Dishtowel_____________________

19. Measuring Spoons_______________

20. Mixing Bowls___________________

FOOD AND NUTRITION

CURRICULUM GUIDE

SAMPLE TIME SCHEDULE WORKSHEET

Time Schedule for Making Standard Biscuits

1. Decide on serving time. Work backward.
2. Estimate time needed to complete each part of the recipe:
   a. Measure
   b. Mix
   c. Cook or Bake
   d. Total time needed
3. Arrange tasks in sequence.
4. List time to begin each task.

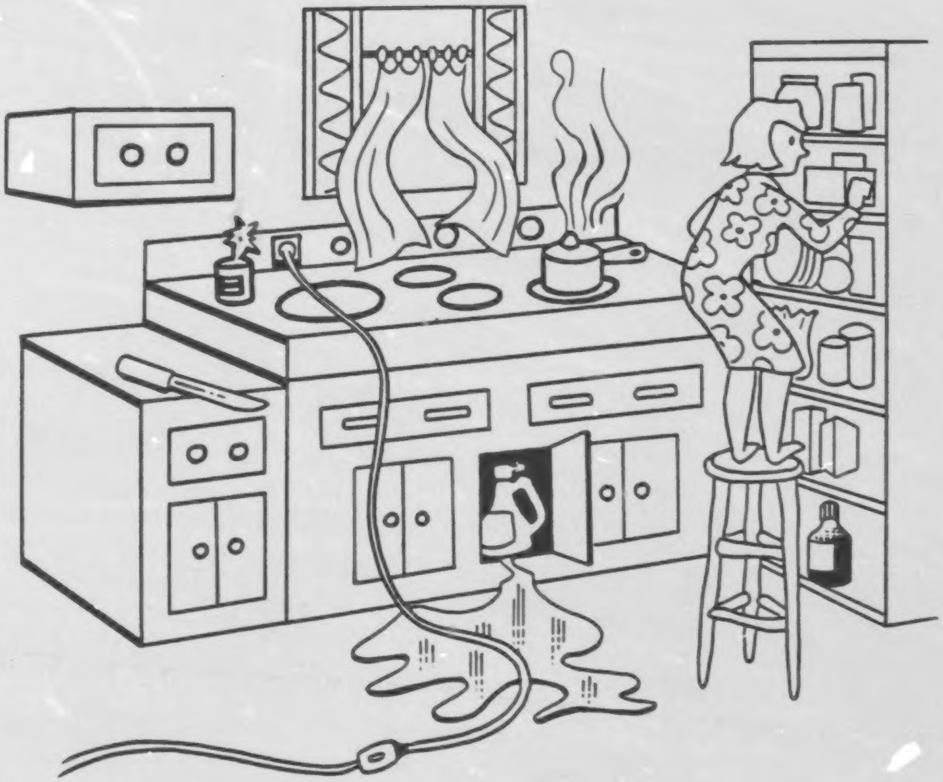
TIME TO BEGIN	JOB TO BE DONE	
	Sift flour and measure dry ingredients into bowl. Use pastry blender cut shortening into dry ingredients	(5 min.)
	Make a well--- Add all liquid--- Stir with fork	(5 min.)
	Turn dough onto lightly floured board Knead 10-12 times	(5 min.)
	Roll dough to ½ inch thickness. Cut with biscuit cutter Push left-over dough together and recut.	(3 min.)
	Use spatula to transfer biscuits onto ungreased baking sheets Bake 10-12 minutes	(3 min.) (15 min.)
6:00 p.m.	Remove and serve hot.	Total time ________

FOOD AND NUTRITION

CURRICULUM GUIDE

"SAFETY IS NO ACCIDENT"

Your teacher will give you a drawing or a series of drawings of a kitchen like the one below. It has ten safety hazards. How many can you name?



Write your answers here:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

When you finish, check your answers by the transparency your teacher will show you.

- Evaluation Device for T.P.O. 4.2

FOOD STORAGE SITUATIONS

Directions: Following are a list of Food Storage Situations. Circle those situations that help to prevent food spoilage.

1. Crackers in an open box
2. Mayonnaise jar open on kitchen counter
3. Eggs in carton on counter
4. Hamburger meat package not refrigerated
5. Flour bag open on shelf
6. Sugar spilled on shelf and ants have found it
7. Roaches run into open package of spaghetti
8. Cookies in a cookie jar without tight lid
9. Sealed cereal box on shelf
10. Cheese wrapped in foil in the refrigerator
11. Milk in refrigerator for 3 weeks
12. Hamburger stored in refrigerator with loose wrapping of wax paper
13. Bread left in bread box for 3 weeks
14. Pork chops stored on shelves in pantry
15. Catsup with lid put on loosely
16. Pepsi with lid screwed on tightly
17. Meat in freezer with a cracked plastic container
18. Cake stored in freezer in vapor proof plastic wrap
19. Lettuce stored on shelf in refrigerator
20. Celery stored in vegetable crisper

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 4.2

Directions: Circle those practices which prevent the growth of harmful bacteria, avoid pests and prevent illnesses.

1. Store insecticide away from foods.
2. Wash hands before handling foods.
3. Protect hair from falling into foods.
4. Label food containers.
5. Sweep crumbs up.
6. Store knives with sharp edges down.
7. Wipe up spills.
8. Cover containers of food.
9. Keep food preparation surfaces clean.
10. Put cannisters in order of use.

Key: 1, 2, 3, 5, 7, 8, 9.

FOOD AND NUTRITION

CURRICULUM GUIDE

Quiz on Small Electrical Equipment

Directions: Read the following statements carefully. In the space provided, write a T if the statement is True or write a F if the statement is False.

________ 1. Electrical applicances should be left unplugged while not in use.

________ 2. When using the mixer first you plug it in, then you put in the beaters.

________ 3. Always discard can lids in empty can.

________ 4. Clean an appliance only when it's hot.

________ 5. Hold the plug, not the cord when you disconnect the appliance.

________ 6. Never use an electrical appliance when hands are wet.

________ 7. Always turn off the appliance when connecting or disconnecting it.

________ 8. If you get a shock from an appliance, try to fix it yourself.

________ 9. Keep appliance cords in good condition.

________ 10. All electrical appliances can be washed in dishwater in the sink.

Key:

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. False
9. True
10. False

FOOD AND NUTRITION

CURRICULUM GUIDE

FIND THE FOOD POLLUTION SOLUTION

Directions: Following is a list of kitchen work habits. Write the word "good" in the space provided if the work habit helps to prevent food-borne illnesses and write the word "poor" if the work habit helps cause food-borne illnesses.

________ 1. Get rid of and prevent pests and rodents

________ 2. Cook foods thoroughly

________ 3. Keep hands, containers and utensils clean

________ 4. Comb hair in the kitchen

________ 5. Keep hot foods hot

________ 6. Work when you have deep rasping cough

________ 7. Keep cold foods cold.

________ 8. Leave food out all day to thaw

________ 9. Wash raw foods thoroughly

________ 10. Leave food uncovered in cabinet

________ 11. Don't eat food from bulging or dented cans

________ 12. Refrigerate cooked meats quickly

________ 13. Work with dirty fingernails

________ 14. Keep food at room temperature for 3 hours

________ 15. Cover mouth and nose, turn head while sneezing

________ 16. Do not work with open cuts or sores

________ 17. Do not wash hands after going to restroom

________ 18. Do not have hair covered

________ 19. Eat off of cooking spoon

________ 20. Cook foods that smell spoiled

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 5.1

Directions: Match the kitchen equipment in Column A with the best description of its use in Column B. Write the letter in the blank space provided in Column A.

	Column A	Column B
____	1. Pastry Blender	a. Roll out pastry dough
____	2. Rolling Pin	b. Heat or cook foods
____	3. Loaf Pans	c. Place cookies on to bake
____	4. Measuring Cup	d. Bake cake or bread in
____	5. Double Boiler	e. Cut fat into flour
____	6. Spatula	f. Grate cheese
____	7. Egg Beater	g. Beat ingredients
____	8. Flour Sifter	h. Turn meats or pancakes
____	9. Saucepan	i. Measure liquids
____	10. Cookie Sheet	j. Melt chocolate above boiling water
____	11. Cake Pan	k. Strain liquids or lumps
____	12. Sieve	l. Sift dry ingredients
____	13. Grater	m. Measure small amounts of ingredients
____	14. Rubber Spatula	n. Scrapes sides and bottoms of bowls or pans
____	15. Measuring Spoons (1/4,1/2, 1 teaspoon, 1 tablespoon)	o. Bakes cakes or brownies in

KEY:
1. e
2. a
3. d
4. i
5. j
6. h
7. g
8. l
9. b
10. c
11. o
12. k
13. f
14. n
15. m

FOOD AND NUTRITION

CURRICULUM GUIDE

KITCHEN EQUIPMENT WORD SEARCH

```
A F D U B O K R I U K M O U T H L T Q R X
H M E O M U P R E T T U C E I K O O C R B
T T W X E C A Z G W O K E K C S U C G U S
P L O N A H N E G L E H A O K I D R H B F
S Q R W S Z C Y B X O O P O E W E O J B U
T W J S U N A M E J S Y A R T M J L M E C
E T A P R O K D A D E E S L O L A L L R N
E M J U I J E U T E G I T U U A C I X S O
H V F C N C T S E E F O R S E T K N Z C O
S O C G G K U T R T N M Y A O O A G R R P
E M E N S M R O E G O A B M S T O P T A S
I R O I P L N R S T K A L S T U V I S P D
K E P R O Q E A N G K E E J O J E N J E E
O D K U O J R E X I M D N A H L M O A R T
O L L S N A P H N O M A D A C J A C J F T
C O W A S W C G Q U J R E R A C K L M P O
I H F E C A P U J N T A R A N G E N J M L
N T B M E A S R A E H S N E H C T I K O S
O G T S N M A O K Y S R D M H G T O O L U
T P A S T R Y B R U S H A D T Y H C A Q P
```

ROLLING PIN

PASTRY BLENDER

HAND MIXER

WOK

MEASURING SPOONS

COOKIE SHEETS

PANCAKE

KITCHEN SHEARS

TRAYS

BOWLS

RUBBER SCRAPER

POT HOLDER

SPATULA

COOKIE CUTTERS

EGG BEATER

RANGE

TONGS

SLOTTED SPOON

BAKING PANS

POTS

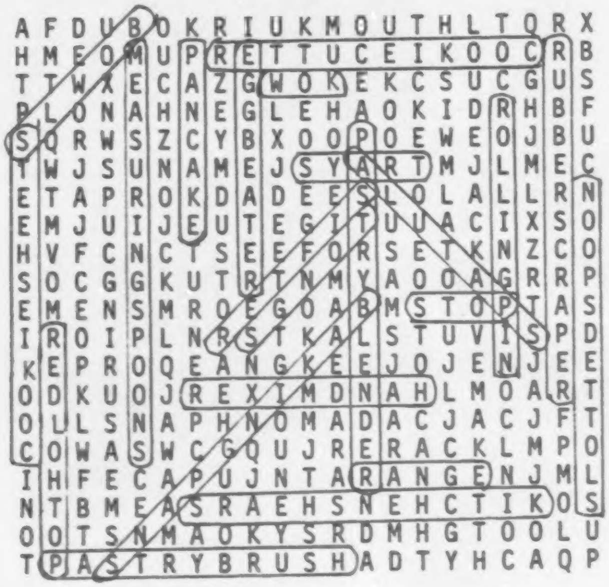
SIFTER

PASTRY BRUSH

FOOD AND NUTRITION

CURRICULUM GUIDE

KITCHEN EQUIPMENT WORD SEARCH KEY



A F D U B O K R I U K M O U T H L T O R X
H M E O M U P R E T T U C E I K O O C R B
T T W X E C A Z G W O K E K C S U C G U S
P L O N A H N E G L E H A O K I D R H B F
S Q R W S Z C Y B X O O P O E W E O J B U
T W J S U N A M E J S Y A R T M J L M E C
E T A P R O K D A D E E S L O L A L L R N
E M J U I J E U T E G I T U U A C I X S O
H V F C N C T S E E F O R S E T K N Z C O
S O C G G K U T R T N M Y A O O A G R R P
E M E N S M R O E G O A B M S T O P T A S
I R O I P L N R S T K A L S T U V I S P D
K E P R O Q E A N G K E E J O J E N J E E
O D K U O J R E X I M D N A H L M O A R T
O L L S N A P H N O M A D A C J A C J F T
C O W A S W C G Q U J R E R A C K L M P O
I H F E C A P U J N T A R A N G E N J M L
N T B M E A S R A E H S N E H C T I K O S
O O T S N M A O K Y S R D M H G T O O L U
T P A S T R Y B R U S H A D T Y H C A Q P

ROLLING PIN

PASTRY BLENDER

HAND MIXER

WOK

MEASURING SPOONS

COOKIE SHEETS

PANCAKE

KITCHEN SHEARS

TRAYS

BOWLS

RUBBER SCRAPER

POT HOLDER

SPATULA

COOKIE CUTTERS

EGG BEATER

RANGE

TONGS

SLOTTED SPOON

BAKING PANS

POTS

SIFTER

PASTRY BRUSH

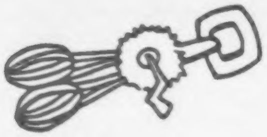
FOOD AND NUTRITION

CURRICULUM GUIDE

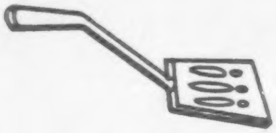
Small Kitchen Utensils Quiz

Directions: Identify the following kitchen utensils by writing the name of the utensil in the space provided.

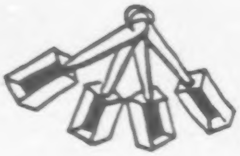
1. ________



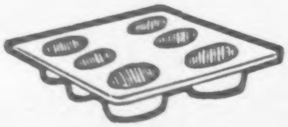
2. ________



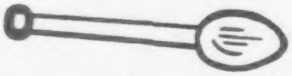
3. ________



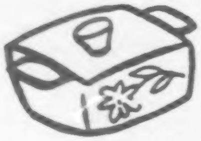
4. ________



5. ________

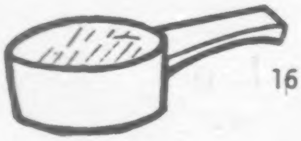


6. ________

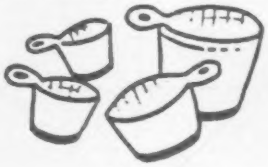


7. ________

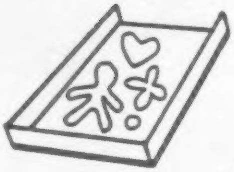
8. ________



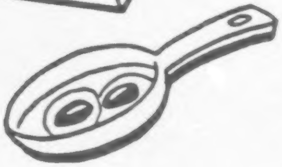
9. ________



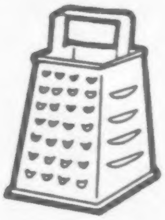
10. ________



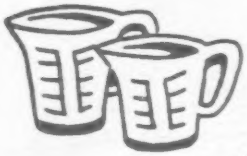
11. ________



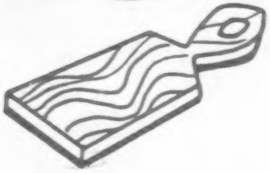
12. ________



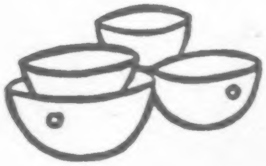
13. ________



14. ________



15. ________



16. ________

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 6.1

CASE STUDY

Read the following family situation and list the positive and negative factors of the atmosphere which affect digestion and enjoyment of the meal.

The Walkers are a noisy family with four children, ranging in ages from 6 to 13, so it is difficult to have a quiet dinner. The two oldest children fight all the time; the youngest one has to yell to be heard and the second to youngest waits until all is quiet to spill the milk. Mr. and Mrs. Walker not only can't talk to each other but they get so upset after a long day's work that they argue and can't sleep well.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 6.2

Table Setting and Service Checklist

Using the following menu, choose one type of table service and then draw a complete setting to correspond with the kind of service choosen.

Turkey/Dressing
Mashed Potatoes/Gravy
Green Beans
Tossed Salad Rolls
Milk Coffee

Table Service: Circle One English American Buffet

Table Setting: Choose either table size and use your menu to determine which dishes you must use plus the type of service upon to set your table.

Setting the Table

A set of four transparencies to show how to set the table has been developed. They are lettered A, B, C, and D. Transparencey A shows the basic table, place mat, and napkin. It is to be placed on the machine first and the other three transparencies are to be taped on to A and used as overlays. As each one is used, it is to be folded back and another one placed on top of A .

The so-called table setting rules were developed through usage; they weren't handed down by some authority. Since man has acquired more leisure time, these rules have been stripped of their artificiality. We need to realize that all customs differ from time to time and place to place. What is convenient for the United States might not work in England. All countries seem to be refining rules according to these principles: art, common sense, concern for comfort and courtesy.

Today we seem especially concerned with common sense and the art principles. There is no one "right" way to set the table. The pattern of service to be used, the menu to be served, and the size of the table all help establish the plan for setting the table. Flexibility in rules give modern-day tables the vitality that rigid rules would lack.

A cover consists of the dinnerware, glasses, flatware, and linen to be used by each person. They are usually 20 to 30 inches in length, but this depends on the size of the table and the number to be seated.

If using place mats, they should either be flush with the table edge or at a distance of not more than one to one and one-half inches from the table edge. How they are placed is determined by the mat, the table, and the line you wish the silver to follow. The style of mat will help determine where it should be placed. For example, narrowly hemmed mats may look better if placed away from the table edge. Also, if the table is small, the mats may look best placed flush with the table edge. Since the round tables have become so popular, the problem of what to do with rectangular mats has risen. These should be laid so that the corners are flush with the edge of the table. Lay small round mats so that the edge is flush with the table. Consider the possibilities of using the new pie-shaped or oval mats. The main thing is to lay all the mats the same distance from the edge.

Napkins are usually placed at the left of the cover beside the fork. If the table is small, the napkins may be placed in the center of the cover between knife and fork for family service and on plates for American service. As with the mats, all the napkins should be placed in the same position. The lower edge of the napkin should make a line continuous with the ends of the flatware and rims of the plates. Usually the napkin is placed with open corner at the lower right. We are now sometimes finding the napkin is with the open corner to the left if, for example, it shows a monogram or flower pattern to better advantage. Since so many different sizes of mats are available, the placement of napkins on them varies.

Setting the Table (cont')

The napkin may be placed entirely on, entirely off, or partly on and off the mat. Whichever one you use, be sure the design and hem enhance the mat. The 12- to 15- inch napkin can be used for family meals. Dinner napkins vary in size from 18-24 inches.

Tansparency B consists of a dinner knife and fork, a salad fork, iced tea spoon, dessert fork and spoon, salad plate, and one beverage glass. It is used to show the relation of these to the mat, plate, and napkin.

When using flatware it should, above all things, be clean. To save time, we should place all the flatware needed for the full meal when setting the table, but avoid laying unneeded pieces.

For convenience, lay pieces in order of use from outside toward the plate. Arrange them close together without touching, same distance from the edge of the mat, and ends touching an imaginary parallel line with the table edge. Considering that the plate is the center of the cover:

1. Lay the dinner knife, if one is used, to the right of the plate with the cutting edge next to the plate.
2. Lay spoons with the bowls facing up to the right of the knife.
3. Always lay fork or forks, with the tines facing up, at the left of the plate whenever a dinner knife has been laid. Lay the salad fork next to the plate and the dinner fork to the left of the salad fork if you plan for the salad to be eaten with the main course. Lay the dinner fork next to the plate and the salad fork to the left of the dinner fork if you intend that the salad is to be eaten before the main course.
4. It is not necessary to provide a salad fork when the salad is to accompany the main course.
5. Laying the flatware for dessert is no problem unless the tool for dessert is a fork. When no salad accompanies the main course, the dessert fork may safely be laid to the right of the dinner fork. When a salad accompanies the main course, and your supply of forks does not permit the laying of three at each cover, lay one fork only to the left. Lay the dessert fork in the center of the cover above the dinner plate, handle directed to the right. When a beverage is to be served with the dessert only, lay the beverage spoon above the fork with the handle in the same direction because both are used with the right hand. The students should realize that the transparency shows a dinner fork, salad fork, and dessert fork because we wanted to consider all of the possibilities available. They can also put the dessert flatware on the plate with the dessert, both when it is served from the kitchen and when it is served from the table. Also, the flatware may be laid just before dessert is served. If so, place the fork and the spoon both on the right of each cover, since both are used with the right hand. Consider the time this involves.

Setting the Table (con't.)

Unless you serve the salad at the table, it is to be placed at each cover shortly before serving time. There are several possible positions: If no bread-and butter plate. Usually the salad is cold and the plate is chilled, so this would limit the bread to a cold one. If used for both, try to arrange the salad in a lettuce cup. It is easier to use the dinner fork as a salad fork and dinner knife as a butter knife in this situation.

Be sure all galssware is clean. Grasp glasses at the base or by the stem. Use coasters under glasses whenever humidity and temperatures are such that moisture will condense on glasses. Place the water/beverage glass at the tip of the knife or a little to the right or left of the knife.

Transparency C includes a dinner fork, iced tea spoon, dessert spoon, bread-and-butter plate with the butter knife, two beverages, and a dessert dish on a small plate. You will have to tell the girls that the dinner plate has been removed when the dessert is placed in the middle of the cover.

If a dinner knife is not used, lay the fork in its position. This is for convenience since the fork will be held only in the right hand if there is no knife.

Place the bread-and-butter plate at the left of the cover near the tip of the fork or the fork's position so that it will balance the glass on the right. The bread-and-butter plate can also be used for relishes eaten with the fingers. It is used when it doesn't clutter the table, but it isn't a "must". You may lay the butter spreader on the bread-and-butter plate in any of three positions:

1. Across the upper edge of the plate parallel with the table edge, the cutting edge towards the center of the plate.
2. Across the right side of the plate perpendicular to the table edge, blade towards the left.
3. Across the center of the plate with the tip of the knife a little to the left of the center of the plate and with the cutting edge towards the table edge.

Whenever the flatware for dessert is a spoon, lay it to the right of the knife position. Make certain that the plate under the bowl is large enough to hold it. A plate used under a bowl, stemmed or footed sherbert, or any dish is called an underliner.

If two beverages are used, the second one is placed to the right and a little in front of the water glass. This permits one to move the milk glass a little closer to the table edge. No more than three glasses should appear at a cover. Always put a saucer or small plate under a glass of iced tea or coffee so that there is a place for the spoon.

Transparency D includes a dinner fork, dessert fork, butter knife, iced tea spoon, one glass, one hot beverage, and a dessert plate. Again the girls will have to imagine the dinner plate has been removed.

Setting the Table (con't.)

If you use two forks, one for the main course and one for the salad or dessert, the cover may look more balanced if they are placed on the left of the plate. Whenever the number of pieces to be laid exceeds three, lay the forks on the left, the other on the right.

Occasionally the butter spreader is the only knife provided. If so, lay it to the right of the plate if no bread-and-butter plate is provided. The use of the butter spreader is optional when a dinner knife is provided; the current trend isnot to use it. Because of our custom of serving coffee with dessert, if not throughout the whole meal, beverage spoons have been laid at covers. They can be omitted and placed on the saucers as one serves the beverage. The beverage goes to the right of the cover.

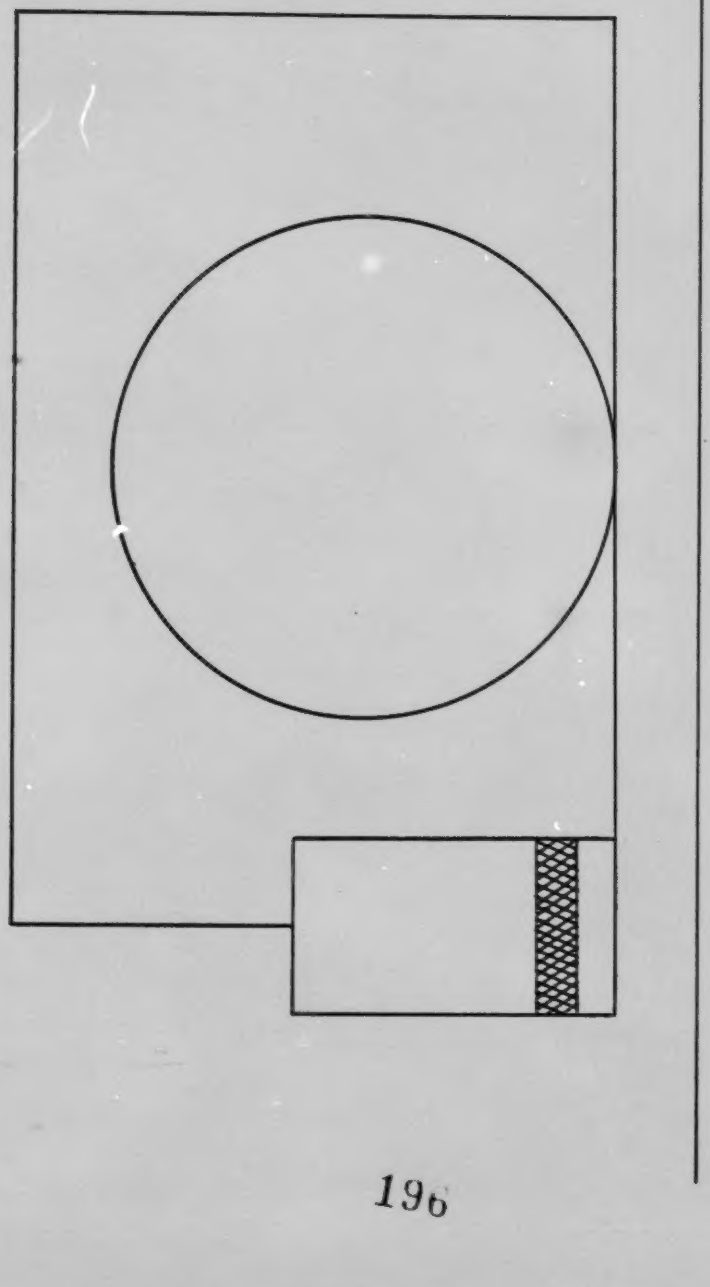
*Transparencies taken from Food and Nutrition Guide, Monograph 74, University of Arkansas.

FOOD AND NUTRITION

CURRICULUM GUIDE

Setting the Table

Transparency A

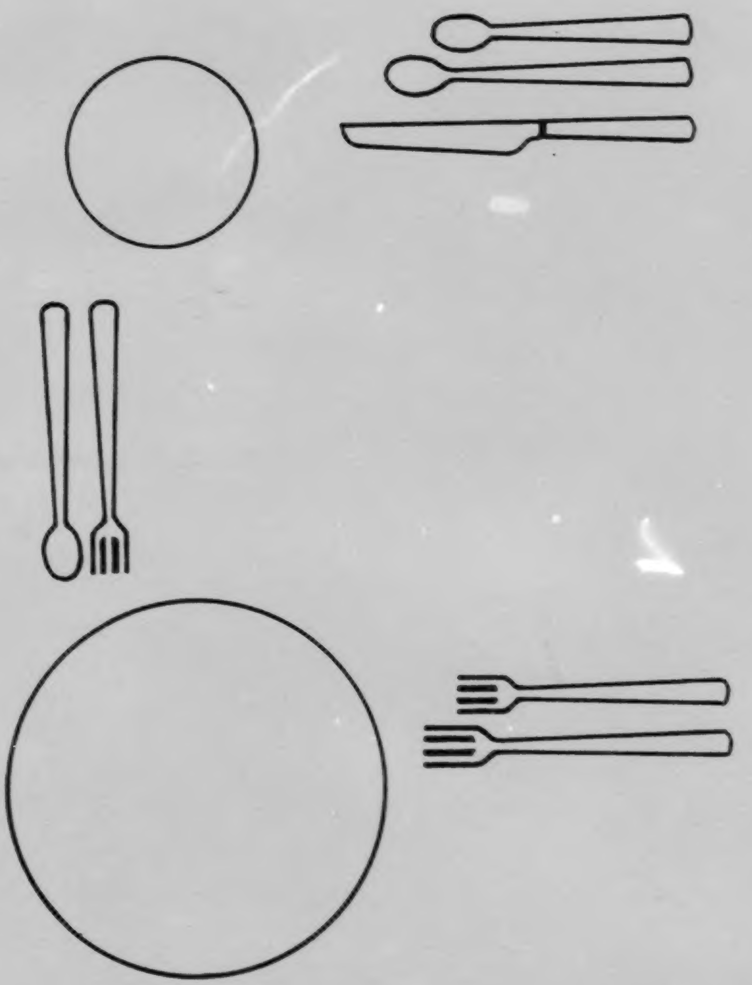


FOOD AND NUTRITION

CURRICULUM GUIDE

Setting the Table

Transparency B

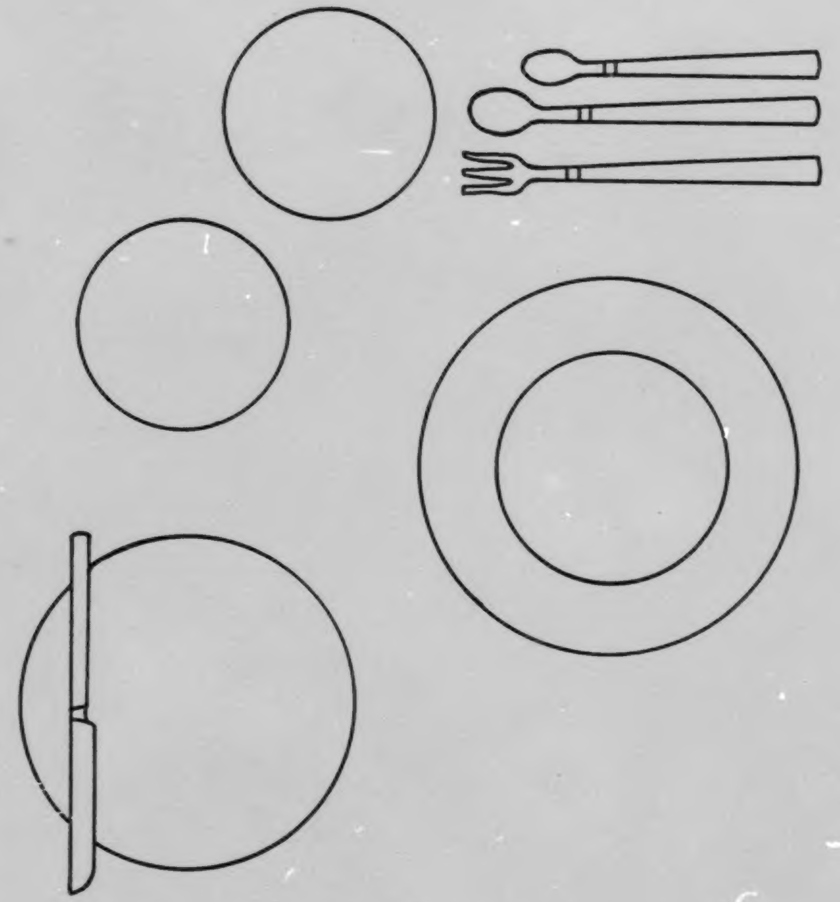


FOOD AND NUTRITION

CURRICULUM GUIDE

Setting the Table

Transparency C



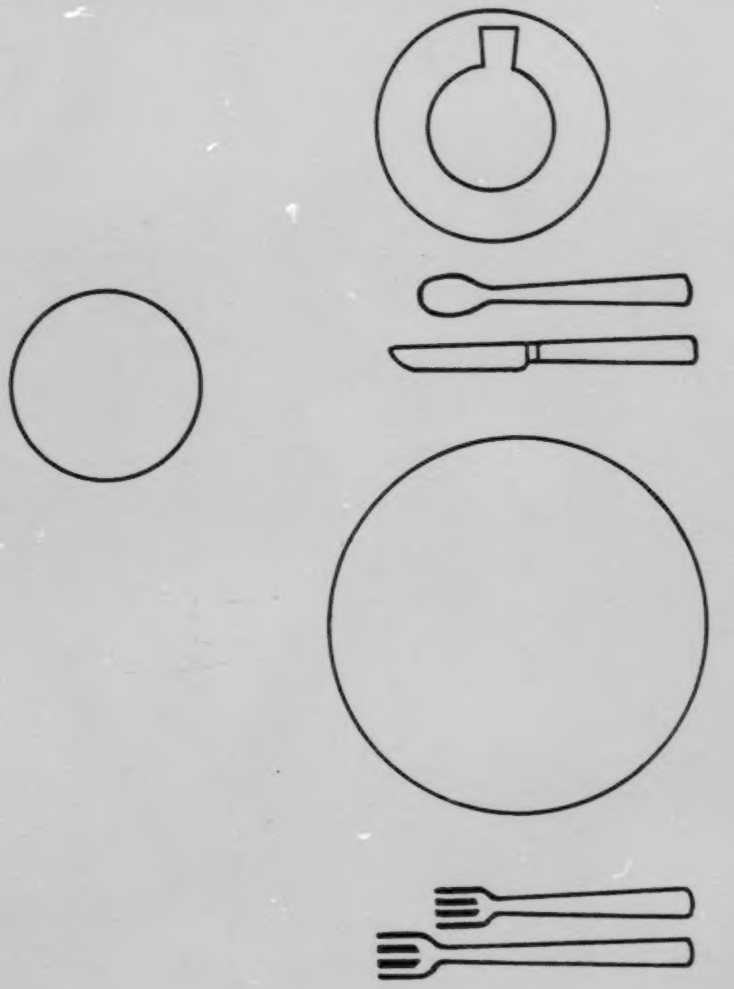
M-200

FOOD AND NUTRITION

CURRICULUM GUIDE

Setting the Table

Transparency D



FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 7.1

Directions: Below are a list of foods. In the space provided, place a check mark ( ) by the convenience foods. Do not put any mark by items that are not convenience foods.

_____ Brown N Serve Rolls

_____ Baked Potatoes

_____ Frozen Orange Juice

_____ Instant Pudding

_____ Cake (Using a recipe)

_____ Powdered Fruit Drink

_____ Instant Mashed Potatoes

_____ Frozen Vegetables

_____ Slice and Bake Cookies

_____ Fresh Green Beans

_____ Drop Biscuits (Using a recipe)

_____ Chocolate Chip Cookies (Using a recipe)

_____ Baked Pudding

_____ Cake Mix

_____ Frozen Pot Pie

_____ Homemade Meat Loaf

_____ Frozen French Fries

_____ Powdered Breakfast Drink

_____ Boxed Macaroni and Cheese

_____ Hand Squeezed Orange Juice

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 7.2

Case Studies

Directions: Match the following food items with the case study according to what types of food the family could eat.

a. Meat Loaf, Fresh Green Beans, Congealed Salad

b. Eat out on that night

c. Hamburger Helper Dinner and Tossed Salad

d. Frozen Pizza, T.V. Dinner, Slice and Bake Cookies

e. Ready-To-Eat Breads, Desserts, Frozen Individual Casseroles

CASE STUDIES

1. Paul and Steve are both active at school. Paul is athletic and Steve is in the band. Their mother works in real estate and has a changing time schedule each day. The father is an executive and often works late. Because they all eat at different times their meals are unusual on some days.

2. Terry and Kay work steady 8-5 jobs. Kay lives closer to home so by the time Terry arrives she has supper started and can sit with him for a while.

3. Jonathan and Kimberly live with their father who picks them up from school after leaving work at 3:00 p.m. Usually they have time to sit and relax for dinner but every Thursday their mother goes to school and must leave the house at 4:00 p.m.

4. Jackie arrives home from school on the bus at 4:00 p.m. Her mother works and gets home at 6:30 p.m. Jackie puts dinner in the oven from the freezer so it will be done and ready when mom gets home.

5. Jackie's mother doesn't work outside the home and to save money, she grows her own vegetables. She likes to economize and cook from scratch.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 8.1

Directions: Read through the following recipe and identify the essential elements are missing.

Mrs. D's Oatmeal Cookies

1 cup margarine (2 sticks)
brown sugar, packed
1 cup granulated sugar
2 eggs
1½ cups flour, sifted all purpose

3 cups oatmeal, regular
1 teaspoon baking soda
1 c Raisins or chocoalte chips (optional)
½ c nuts (optional)

Directions:

1. Preheat oven
2. Sift flour on waxed paper
3. Cream margarine and sugars
4. Beat eggs with a fork in a custard cup. Add to sugar mixture and blend.
5. Mix flour, oatmeal and soda in a bowl.
6. Add flour-oatmeal mixture to sugar mixture and stir.
7. Drop by teaspoonfuls on an ungreased cookie sheet.

Answer Key:

Amount of brown sugar.

Oven temperature

Baking time or indication of doneness.

Yield or quantity produced.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 8.1

Measurement and Abbreviation Worksheet

Directions: Write the letter that best corresponds with each statement.

1. A glass measuring cup that has a rim above the one cup line and a pouring lip.

   (a) liquid (b) dry (c) either (d) coffee

2. __________ measuring cups are in sets of four and usually metal or plastic.

   (a) liquid (b) dry (c) either (d) tea

3. A set of metal or plastic spoons used for accurate, level, measurement.

   (a) mixing spoons (b) measuring spoons (c) table spoons

4. A thin flexible straight-edge tool used for leveling measuring cups and spoons.

   (a) knife (b) narrow spatula (c) pancake turner

5. __________ need to be measured at eye level if accuracy is important.

   (a) solids (b) semi-solids (c) liquids

6. __________ is sifted before measuring, piled lightly into the cup and leveled off.

   (a) flour (b) sugar (c) brown (d) shortening

7. __________ is sifted only when lumpy and is measured in a dry measuring cup.

   (a) brown sugar (b) sugar (c) shortening (d) granulated sugar

8. __________ is packed in a cup until it holds the shape of the cup and leveled off.

   (a) brown sugar (b) sugar (c) shortening (d) granulated sugar

9. __________ can be measured by packing into a dry measuring cup.

   (a) shortening (b) sugar (c) flour (d) salt

10. __________ is the abbreviation for cup.

    (a) C. (b) Cu (c) Cp (d) c.

Measurement and Abbreviations Worksheet (con't.)

11. __________ is the abbreviation for teaspoon.

(a) t. (b) T (c) tbsp (d) tea.

12. Cooking oil is measured in a __________ measuring cup.

(a) dry (b) liquid (c) either

13. __________ is the abbreviation for ounce.

(a) O. (b) Oz. (c) Once (d) Oze

14. __________ is the abbreviation for pound.

(a) pd (b) pnd (c) lb. (d) llb.

15. __________ teaspoons equals one tablespoon.

(a) 1 (b) 2 (c) 3 (d) 4

16. __________ tablespoons equal ¼ cup.

(a) 2 (b) 4 (c) 6 (d) 8

17. __________ cups equal one pint.

(a) 1 (b) 2 (c) 3 (d) 4

18. __________ pints equals one quart.

(a) 1 (b) 2 (c) 3 (d) 4

19. __________ tablespoons equal ½ cup.

(a) 2 (b) 4 (c) 6 (d) 8

20. __________ is the abbreviation for tablespoon.

(a) T. (b) tsp. (c) t. (d) Tablesp.

21. __________ may be measured by the water displacement method if less than one cup is desired.

(a) oil (b) solid shortening (c) milk (d) flour

22. One third cup would be measured by:

(a) 5 tablespoons plus 1 teaspoon (b) 6 tablespoons (c) 2/3 tablespoon

23. 1/6 cup is measured by:

(a) 2 tablespoons plus 2 teaspoons (b) 2 tablespoons plus 3 teaspoons
(c) 3 tablespoons (d) none of these

Measurement and Abbreviations Worksheet (con't.)

24. Brown sugar and granluated white sugar are interchangeable in a recipe.

    True or False

25. Oil can be substituted for solid shortening in a baking recipe with equal success.

    True or False

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Food Preparation Vocabulary

Add Alternately:	To add a small amount of one ingredient, blend it in, add a small amount of a second ingredient, blend it in, and repeat until all ingredients are used.
Bake:	To cook by dry heat, usually in an oven. When referring to meats, this is called roasting.
Barbeque:	To roast meats slowly on a revolving spit or on a rack over heat, basting frequently with a highly seasoned sauce.
Baste:	To moisten food while cooking by spooning liquid or melted fat -- usually pan drippings -- over the top of the food while cooking.
Batter:	A flour mixture thin enough to pour.
Beat:	To make a mixture smooth by lifting the mixture over and over quickly to incorporate air -- using a spoon, whip, rotary beater or electric mixer.
Blanch:	To dip into boiling water, usually for freeing the skins of fruits and nutmeats, making them easy to remove. (Meats whiten, as when almond meat is exposed.)
Blend:	To combine two or more ingredients thoroughly.
Boil:	To cook in a boiling liquid, in which bubbles are continuously rising to the surface and breaking.
Braise:	To simmer in a tightly covered utensil on top of the range or in an oven. Meat may sometines be browned first. In some recipes another liquid is added after the food is browned.
Bread:	To cover a food with fine bread or cracker crumbs before cooking.
Broil:	To cook directly under a flame or a heating unit, or to cook over hot coals.
Brown:	To bake, broil, fry, or toast a food until the surface is browned.
Brush:	To spread food with melted butter or slightly beaten eggs, using a small brush or paper.
Carmelize:	To melt sugar over low heat in a skillet, stirring constantly with a wooden spoon until sugar is a pale brown syrup.

Food Preparation Vocabulary (con't.)

Casserole:	Foods baked slowly in a covered earthenware or other ovenproof dish; the dish itself.
Chill:	To let food stand in the refrigerator until it is thoroughly cold.
Coat:	To cover the surface of foods evenly with flour, sugar, crumbs, or nuts; to dip in slightly beaten egg or milk, and then in seasoned crumbs or flour.
Coddle:	To cook slowly and gently in water or other liquid held just below the boiling point.
Combine:	To mix together, usually by stirring, two or more ingredients.
Cool:	To let stand at room temperature until no longer warm to the touch.
Cream:	To press and mix fat with a spoon or electric mixer until it is soft and creamy. Usually sugar is combined with the fat.
Crumble:	To break into fine pieces by using the fingers or a fork.
Cube:	To cut into small equal squares -- such as toast or cheese.
Cut:	To sever with a knife or scissors; divide into parts.
Cut in:	To combine fat and dry ingredients using a pastry blender, or by using two knives in a scissor like motion.
Decorate:	To make more attractive by the use of colorful additions, usually applied to sweet foods as with frosting.
Deep fat fry:	To cook in enough fat to completely cover food.
Devil:	To prepare with hot seasoning, such as pepper and mustard.
Dice:	To cut in very small cubes.
Dip:	To plunge into liquid or dry ingredient until covered, then remove quickly; also, to ladle.
Dissolve:	To combine or mix a solid ingredient, with a liquid, until they form a solution.
Dot:	To cover with small particles, as to dot with butter.
Dough:	A mixture of flour, liquid, leaven and seasoning, of a consistency that can be rolled or kneaded.
Dredge:	To roll or sprinkle with a dry substance.

Food Preparation Vocabulary (con't.)

Dust:	To sprinkle with flour, sugar or other dry ingredients.
Flake:	To break into small pieces usually with a fork.
Flour:	To dredge with flour; or to shake in a bag of flour.
Flute:	To make an edge in a scalloped effect; used for pie crust.
Fold-in:	To add to a mixtue over and over very slowly with loss of air. Cut down through the batter with a wire whisk or spoon -- bring it up on the opposite side, turning mixture over. Repeat process until ingredients are well blended
Fricassee:	To cook by braising; usually applied to chicken in serving-size pieces.
Fry:	To cook in small amount of hot fat.
Garnish:	To decorate with touches of a colorful, light food such as parsley, paprika, or tomato slices. Usually used with non-sweet foods.
Glaze:	In entrees, to cover cooked or cooking food with a rich sauce and brown in a hot oven or broiler; in desserts, to coat with syrup, icing, or jelly; in breads and pastries, to coat the surface with butter, egg or icing.
Grate:	To finely divide food in various sizes of bits or shreds, by rubbing it on a grater having sharp projections.
Grease:	To rub with fat or oil.
Grill:	To broil on a grill.
Grind:	To put meats, poultry, fish, nuts and so forth, through a food grinder to reduce them to a very small particle.
Julienne:	Meats, vegetables, cheeses, and so forth, cut into thin, lengthwise strips.
Hull:	To remove the stem and cap from berries; also to remove husks and silks from corn.
Ingredient:	One of the parts of a mixture.
Knead:	To work dough with the "heel of the hands", using a pressing motion accompanied by folding and stretching until it becomes smooth and elastic.
Leaven:	To make light, by an agent such as yeast or baking powder.

Food Preparation Vocabulary (con't.)

Level-off:	To move the level edge of a knife or spatula across the top edge of a container, scraping away the excess mixture.
Lard:	To place strips of fat, called lardoons, on or into meats and poultry to prevent drying while cooking.
Marinate:	To soak with and let stand in an oil-acid mixture.
Mash:	To pulverize by pressing and working with a wire or flat heated device.
Mask:	To cover the surface of the food completely, usually with a sauce.
Measure:	To find out sizes or amounts.
Melt:	To change a solid food to a liquid by heating it.
Mince:	To cut or chop food as finely as possible.
Mix:	To combine ingredients with a stirring motion.
Mold:	To make into specific shape or form.
Pan-broil:	To cook, uncovered, in a hot skillet with no fat added, pouring off the fat as it accumulates when cooking meat.
Pan-fry:	To cook, uncovered, in a hot skillet with a small amount of fat.
Parboil:	To cook in boiling liquid until partially cooked, usually followed by further cooking by another method.
Parch:	To dry and brown with dry heat, usually applied to grains.
Pare:	To cut or scrape away the outer surface.
Paste:	A smooth mixute of flour and liquid; used as a thickening agent.
Pasteurize:	To partially sterilize a liquid at a temperature (140-180°) which destroys certain pathogenic organisms and arrests fermentation.
Peel:	To remove or strip off the skin of some fruits and vegetables--or the rind of some fruits.
Pit:	To remove the stone (pit) or seeds from fruit.
Poach:	To simmer food gently in hot liquid, being careful that food holds its shape.
Pot-roast:	To cook large cuts of meat by braising.
Pre-heat:	To heat a pan or the oven before using.

Food Preparation Vocabulary (con't.)

Puree: To make smooth and semi-liquid by rubbing through a sieve or using an automatic blender.

Reduce: To cook a liquid until some moisture is carried off as steam and the liquid becomes more concentrated.

Render: To free fat from other material by means of heat, in a slow oven, or over low heat.

Roast: To cook meat or poultry in an oven by dry heat. Also, to cook over, or in, hot coals.

Saute: To cook in a heavy hot skillet or griddle, using only enough fat or oil to prevent sticking.

Scald: To heat a liquid, such as milk, to the simmering point. Milk is scalded when bubbles gather at the sides and a thin skin forms over the surface.

Scallop: To arrange food -- which is usually cut in pieces -- in layers in a casserole and combine it with a white sauce or liquid and bake. Crumbs are usually sprinkled over the top.

Scrape: To make the surface of a vegetable clean and smooth by scraping strokes on this food.

Score: To cut gashes in outer surface of a food, before or during cooking. This is sometimes done to pastry and meats.

Scramble: To mix by stirring while cooking.

Sear: To brown the surface of meat at a high temperature, for a short time, either in a hot skillet or oven. This process seals in the juices and adds to flavor.

Season: To add salt and pepper to food to make it taste better. Spices and herbs are sometimes used.

Shape: To mold by hand.

Shred: To cut with a special shredder or a very sharp knife into long thin strips. Also, to tear into thin pieces.

Sift: To put dry ingredients, such as flour and sugar, through a sifter or fine sieve -- to make finer or lighter.

Simmer: To cook in a liquid below the boiling point. Bubbles form slowly but liquid should never boil.

Skewer: To fasten with wooden or metal pins, usually done to keep meat or poultry in desired shape during cooking.

Skim: To remove foam or fat from the surface of a liquid.

Food Preparation Vocabulary (con't.)

Slice:	To cut in thin pieces.
Sliver:	To shred in long, thin pieces.
Smother:	To cook one food thickly covered with another.
Soak:	To cover a food with liquid for a period of time before actual preparation.
Sponge:	A batter to which quick yeast has been added; a type of egg-raised cake.
Sprinkle:	To scatter fine substances so that they fall separate particles.
Squeeze:	Usually fruit -- to put pressure on the sides to extract juice.
Steam:	To cook food in a double boiler or steamer. Water never comes in contact with food.
Steep:	To extract flavor, color or other qualities from a substance by allowing it to stand in liquid just below the boiling point.
Sterilize:	To destroy bacteria by intense heat.
Stew:	To combine ingredients thoroughly, with a circular motion, using a spoon or fork.
Stuff:	To fill a cavity with a mixture.
Thaw:	To bring to a temperature above freezing.
Toast:	To brown by using direct heat in toaster or oven.
Toss:	To mix ingredients together lightly using a fork and spoon.
Truss:	To secure the wings and legs of a bird with pins or twine.
Wedge:	A way of slicing foods that goes from thick width at one end to thin at other end.
Whip:	To beat rapidly with an egg beater or electric mixer in order to incorporate air to produce expansion. Cream, eggs, and gelatin dishes are whipped.

(Taken from Food and Nutriton Guide, Momograph 74, University of Arkansas.)

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Food Preparation Terms Puzzle

Directions: Place the proper words in their places and the puzzle will be complete. The words are common terms used in foods. The definitions are given below.

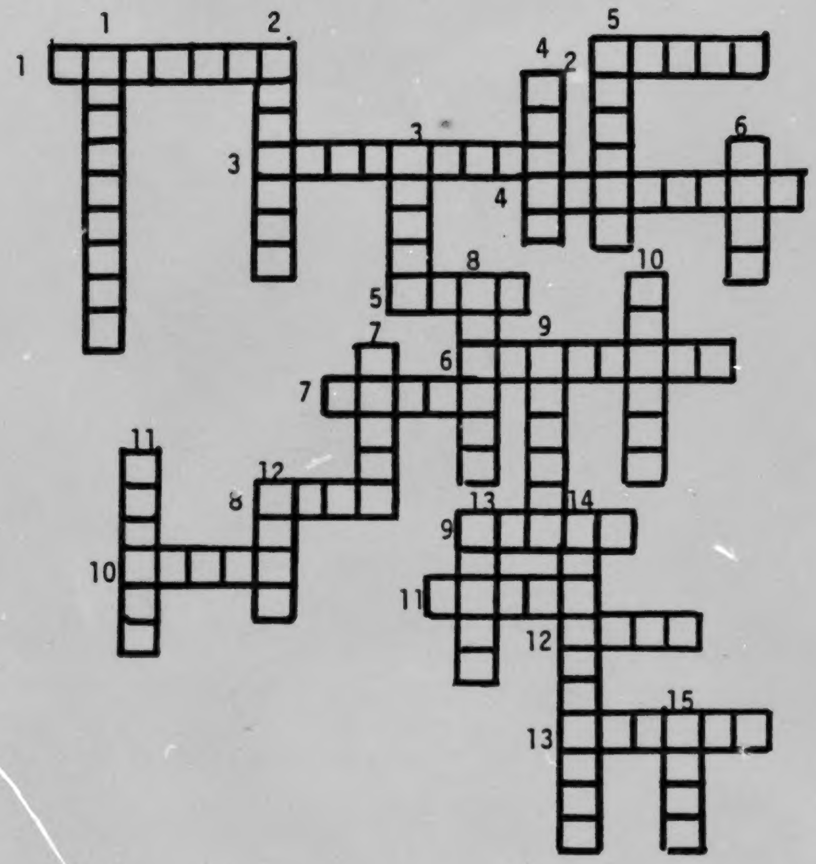
ACROSS

1. To bake food, usually cut in pieces, with a sauce or other liquid. The top is commonly covered with crumbs, and the sauce and food are layered in alternate layers with or without crumbs between layers.
2. A mixture of liquids and dry ingredients, stiff enough to knead.
3. A drink, such as coffee, tea, cocoa.
4. A scalloped dish made with cheese.
5. To mix by lifting with two forks or a fork and a spoon; to mix together without crushing the ingredients.
6. To season by soaking in French dressing, or to make tender by soaking in a solution of vinegar, spices, and water.
7. To work one or more foods until soft and creamy by using a spoon, or other implement, usually applied to combining shortening and sugar in place of blend.
8. To change from solid to liquid by using heat.
9. To cook above water.
10. To remove liquid from food.
11. To cook directly over or under the direct flame.
12. To remove outside covering.
13. To cook in a small amount of fat in a frying pan.

DOWN

1. A combination of foods, usually with cream sauce, baked in an earthenware bowl.
2. To boil until partly done or half done.
3. To cook over direct flame, or to cook by direct heat, as in the oven, in an uncovered pan.
4. A method of mixing dough by stretching and folding.
5. To coat with flour.
6. To pass through a sieve as with flour.
7. To cover cake or cookies with icing.
8. To cook slowly just below the boiling point on top of the range.
9. Directions for mixing food.
10. To brown in fat, then cook in a small amount of liquid in a covered pan.
11. A change in milk in which solids of the milk separate from the watery part. When cooked at too hot a temperature custard will do this.
12. A list of foods for a meal.
13. To cut or slice paper thin in strips.
14. Flour that may be used for making any baked products.
15. To turn over and over lightly so as not to force air out of the mixture. It can be done with a spoon, or by operating an egg beater or mixer very slowly.

Food Preparation Terms Puzzle



Key:

Across

1. scallop
2. dough
3. beverage
4. au gratin
5. toss
6. marinate
7. cream
8. melt
9. steam
10. drain
11. broil
12. peel
13. panfry

Down

1. casserole
2. parboil
3. roast
4. knead
5. dredge
6. sift
7. frost
8. simmer
9. recipe
10. braise
11. curdle
12. menu
13. shred
14. allpurpose
15. fold

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Measuring Practice Checksheet

Directions: Work in pairs. Person 1 - Do measuring exercise using appropriate utensils and methods. Person 2 - Observe and use checklist for correct procedures.

Using the correct utensils and methods, do the following:

1. Measure 1 c flour, unsifted.
2. Sift this flour onto waxed paper. Re-measure and record any difference.
   a. I found 1 c plus _____T or _____c.
   b. I found 1 c minus _____T or _____c.
   c. I found EXACTLY 1 cup.
3. Measure 1/3 c granulated sugar.
4. Measure 1/2 c water.
5. Measure 1/2 c solid shortening by:
   a. dry method
   b. water displacement method

Observer ______________________________

	YES	NO
Flour:		
Used appropriate measuring equipment.		
Used appropriate procedures.		
Did arithmetic correctly.		
Sugar:		
Used appropriate measuring equipment.		
Used appropriate procedures.		
Water:		
Used appropriate measuring equipment.		
Used appropriate procedures.		
Solid shortenting:		
Used appropriate measuring equipment.		
Used appropriate procedures.		

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Do You Measure Up?

Directions: Write the letter of the correct answer in the space to the left of the statement, and give the reason for your choice.

_____ 1. When measuring 1 cup of milk, you would:

a. Measure out 16 tablespoons
b. Fill dry ingredient measuring cup to the top
c. Fill a liquid ingredient measuring cup to 1 cup mark
d. Fill a china cup to the top

Reason ____

_____ 2. When measuring 1 cup brown sugar, you would:

a. Fill a dry ingredient measuring cup and level the top with spatula
b. Sift into dry ingredient measuring cup and level top with spatula
c. Pack tightly into dry ingredient measuring cup and level top with spatula

Reason ____

_____ 3. When measuring 1 cup flour, you would:

a. Sift three times on waxed paper before measuring, spoon into cup, level top
b. Sift with soda or baking powder before measuring
c. Measure flour, then sift onto waxed paper
d. Sift once on waxed paper before measuring

Reason ____

_____ 4. To measure 1/2 cup shortening, you would:

a. Put 1/2 cup of water in glass measuring cup, add shortening until water level is 1 cup
b. Use 1/2 pound of shortening
c. Use 1/4 pound of shortening
d. Melt shortening and pour into a liquid ingredient measuring cup

Reason ____

_____ 5. To measure 3 1/2 teaspoons baking powder, you would use:

a. A 1 and a 1/2 teaspoon measuring spoon
b. A 1 tablespoon and a 1/2 teaspoon measuring spoon
c. A liquid ingredient measuring cup
d.. A dry ingredient measuring cup

Reason ____

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Abbreviations Worksheet

Directions: Write out the complete word for each underlined abbreviation in the cooking instructions below. You must score 100% to pass.

Carrot Cream Cheese Cake

Sift 16 oz.[1] all purpose flour, two tsp.[2] baking soda, 1 tsp.[3] salt, 1 lb.[4] sugar and 2 tsp.[5] swt.[6] cinnamon together. Add 2 t.[7] vanilla. Stir in 8 T[8] salad oil. Beat well. Add 1/3 doz.[9] med.[10] sized eggs, 1 at a time, beating well after each add.[11] Add 2 c.[12] lge.[13] grated carrots and 1/2 pt.[14] crushed pineapple w/o[15] juice; stir to blend. Place in 9 by 13 in.[16] pan. Bake at a temp.[17] of 350 degrees F.[18] about 50 min.[19] Cool. Beat 13 fl.[20] oz.[21] cream cheese, 1 sm.[22] pkg.[23] conf.[24] sugar and 3/4 of a stick of butter together. Add remaining vanilla. Spread over the cake. Sprinkle with fg.[25] swt.[26] cinnamon if desired.

Put Answers Here:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________
22. ____________________
23. ____________________
24. ____________________
25. ____________________
26. ____________________

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Equivalents Study Sheet

Flour - Sifted	4 C = 1 pound
Flour - Sifted - Cake	4-3/4 C = 1 pound
Sugar - Granulated	2¼ C = 1 pound
Sugar - Brown	2¼ C = 1 pound
Sugar - Confectioner's	3½ C = 1 pound
Walnuts - Chopped	1 C = ¼ pound
Rice	2 C = 1 pound
Potatoes	4 med. = 1 pound
Chocolate - Unsweetened	1 sq. = 1 ounce
Lemon	1 med. = 1 T juice
Orange	1 med. = 1/3 to 1/2 C
Butter	2 C = 1 pound
Evaporated Milk	1 can = 1-2/3 C
Cheese - Cheddar - Grated	4 C = 1 pound
Cheese - Cottage	2 C = 1 pound
Eggs	1 large = ¼ C
Eggs	1 med. = 3½ T

Weights and Measures

3 teaspoons = 1 tablespoon
4 tablespoons = ¼ cup
5-1/3 tablespoons = 1/3 cup
8 tablespoons = ½ cup
10-2/3 tablespoons = 2/3 cups
12 tablespoons = 3/4 cup
16 tablespoons = 1 cup
1 ounce = 28.35 grams
1 gram = 0.035

1 cup = 8 fluid ounces
1 cup = ½ pint
2 cups = 1 pint
4 cups = 1 quart
4 quarts = 1 gallon
8 quarts = 1 peck
4 pecks = 1 bushel
1 quart = 946.4 milliliters
1 liter = 1.06 quarts

Can Sizes

8 ounce = 1 cup
Pinic = 1¼ cups or 10½ to 12 ounces
12 oz. vacuum = 1½ cups
No. 300 = 1-3/4 cups or 14 to 16 ounces
No. 303 = 2 cups or 16 to 17 ounces
NO. 2 = 2¼ cups or 20 ounces
No. 2½ = 3½ cups or 29 ounces
No. 3 cylinder = 5-3/4 cups or 46 fluid ounces
No. 10 = 12 to 13 cups or 6 pounds 8 ounces to 7 pounds 5 ounces
(equal to 7 No. 303 cans or 5 No. 2 cans)

Check Sheet for Cheese

	Like	Dislike	No Opinion
Hard Cheeses Parmesean			
Edam			
Gouda			
Cheddar			
Swiss			
Semi-Hard Cheese Brick			
Roquefort			
Muenster			
Soft Cheese Dry Cottage Cheese			
Neufchatel			
Cream			
Process Cheese			

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Let's Talk Table Setting. Fostoria Glass Company, 1200 First Street, Moundsville, West Virginia.

Mealtime Can Be Magic. Betty Crocker Dept., General Mills Inc., 9200 Wayzata Blvd. Minneapolis, Minn.

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Waldo Learns About Nutrition. McGraw Hill Films, 1221 Avenue of the Americas, New York, NY 10020.

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- Filling Food Needs.
- The Art of Balance.

Kits:

Impact. Future Homemakers of America, 2010 Massachusetts Ave. N.W., Washington, D.C. 20036.

SENIOR HIGH LEVEL

Senior High Level

Concepts and Subconcepts

1.0 Food Processing

- 1.A Processing of Food
- 1.B Current Nutrition and Food Trends
- 1.C Future Nutrition and Food Trends

2.0 Factors Affecting Food Choices

- 2.A Family Characteristics
- 2.B Values
- 2.C Resources
- 2.D Geographic Locations
- 2.E Health Needs
- 2.F Cultural/Ethnic
- 2.G Age

3.0 Nutrition Needs

- 3.A Basic 4 Food Groups
- 3.B Protein
- 3.C Fats
- 3.D Carbohydrates
- 3.E Vitamins
- 3.F Minerals
- 3.G Water

4.0 Dietary Concerns

- 4.A Individual Differences
- 4.B Weight Control
- 4.C Relation to State of Health

5.0 Sanitation and Safety

- 5.A Food Borne Illnesses
- 5.B Personal Grooming/Hygiene
- 5.C Safety Conditions and Hazards

6.0 Selection, Care and Use of Equipment

7.0 Recipe

- 7.A Standardized Recipes
- 7.B Parts
- 7.C Vocabulary
- 7.D Abbreviations
- 7.E Equivalents
- 7.F Measuring Techniques
- 7.G Metrics

8.0 Table Service

- 8.A Types
- 8.B Setting
- 8.C Appointments
- 8.D Service
- 8.E Etiquette

9.0 Food Selection, Storage Principles

- 9.A Fruits and Vegetables
- 9.B Meat, Fish, Poultry, Eggs
- 9.C Milk and Dairy
- 9.D Grains

10.0 Meal Management

- 10.A Nutrition for the Individual and Family
- 10.B Money Management
- 10.C Time Management
- 10.D Energy Management
- 10.E Use of Family and Community Resources

11.0 Consumer in the Market Place

- 11.A Economics of Food
- 11.B Food Shopping Principles and Procedures
- 11.C Labeling
- 11.D Unit Pricing and Open Dating
- 11.E Advertising

12.0 Regional, Ethnic and Multi-Cultural Food Practices

- 12.A Regional Influences and Practices
- 12.B Ethnic Influences and Practices
- 12.C Multicultural Influences and Practices

SENIOR HIGH LEVEL

Concepts and Subconcepts

1.0 Processing of Food
  - 1.A Food Processing
  - 1.B Current Nutrition and Food Trends
  - 1.C Future Nutrition and Food Trends

Competencies and Terminal Performance Objectives

Comp. 1.1 Comprehends various food processing methods

TPO 1.1 Given a list of several forms of food, determine the procedure used to process each with 80% accuracy.

Comp. 1.2 Understands implications of current and future trends related to foods and nutrition.

TPO 1.2 Given 3 current trends and 3 future trends related to foods and nutrition, give 2 implications of each trend. Consider the impacts on families, individuals, communities and on national and international activities.

SENIOR HIGH LEVEL

Learning Activities for 1.0	Resources
Use resources to investigate different forms of processed foods available in the market place such as: dehydrated, freeze-dried, frozen, and canned foods.	Books: Cote, People Food and Science, Medved, The World of Foods,
Participate in buzz groups to share findings.	Pamphlet: When Deciding Between Home Prepared and Convenience Foods
Participate in a laboratory where the least known forms of food are prepared and served in taste portions.	
Examine and compare various forms of the same foods.	
Research information on the processing methods used to produce various forms of food before it reaches the food market.	Books: Medved, The World of Foods,
Take a field trip to a food processing plant and discuss processing methods used.	White, Food and Your Future,
Complete worksheet on processed foods.	Appendix: S-259 - 260 Processed Foods Worksheet
Visit an orange juice factory where orange juice is frozen and prepared in a convenience form.	
Observe demonstrations on processes involved in preserving foods such as: blanching, canning, freezing, salting, dehydrating and pickling.	
Examine several packaged foods for types of additives and preservatives used. Discuss the purposes of each additive.	
Debate the pros and cons of food additives.	Pamphlet: Additives
View filmstrip on future foods. Discuss the implications of new technologies on food production and consumption.	Filmstrip: Food in Your Future
Take a field trip to computerized food preparation center and discuss the implications for food planning, shipping and preparation.	
Listen to a resource person on the use of computers in the food industry and in homes.	

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
1.0 Processing of Food 1.A Food Processing 1.B Current Nutrition and Food Trends 1.C Future Nutrition and Food Trends	Comp. 1.1 Comprehends various food processing methods TPO 1.1 Given a list of several forms of food, determine the procedure used to process each with 80% accuracy. Comp. 1.2 Understands implications of current and future trends related to foods and nutrition. TPO 1.2 Given 3 current trends and 3 future trends related to foods and nutrition, give 2 implications of each trend. Consider the impacts on families, individuals, communities and on national and international activities.
2.0 Factors Affecting Food Choices 2.A Family Characteristics 2.B Values 2.C Resources 2.D Geographic Locations 2.E Health Needs 2.F Cultural/Ethnic 2.G Age	Comp. 2.1 Analyzes factors affecting food choices. TPO 2.1 Given a case study of a specific family, analyze the factors that would affect this family's food choices, according to the criteria established for each factor.

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Learning Activities for 1.0	Resources
Research current food industry publications and professional nutrition periodicals to identify food production, consumption and nutrition trends. Share findings with the class.	
Prepare selected foods using one or more food preservative methods such as: dehydrated fruits, frozen vegetables, jams, and pickling.	

Learning Activities for 2.0	
Read and discuss resource on factors affecting food choice.	Book: Kowtaluk, Food For Today,
Construct a bulletin board on the factors that affect food choices.	Appendix: S-261 Factors Affecting Food Choices Bulletin Board
Given a list of foods, arrange them in order from your favorite to your least favorite. Explain why you like certain foods and reasons for disliking others.	
Complete questionnaire on your eating patterns.	Appendix: S-262 Eating Patterns Questionnaire
Interview family members to discover each members food likes and dislikes. Use the interview results to write a paragraph explaining how the factors affecting food choices influenced their likes and dislikes.	
Form committees to select a country and research the family life styles, customs, geographical locations , food habits, food preferences, and nutritional status of people in that country. Report findings to the class.	
Analyze television commercials geared toward children. Discuss the effects the commercials might have on children's food habits.	

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
3.0 Nutrition Needs	Comp. 3.1 Analyzes the nutrients necessary for good health.
3.A Basic 4 Food Groups 3.B Protein 3.C Fats 3.D Carbohydrates 3.E Vitamins 3.F Minerals 3.G Water	TPO 3.1 Given a list of nutrients, identify the major functions and the best food sources of each with 100% accuracy. Use Evaluation Device in Appendix S-263.
	TPO 3.1 Given menus for one day and a Basic Four check sheet, determine whether the menus meet the Basic Four requirements with 100% accuracy.

SENIOR HIGH LEVEL

Learning Activities for 3.0	Resources
Read resources on the major nutrients, their functions and food sources.	Book: Kowtaluk, Food for Today White, Food for Your Future
View filmstrip on nutrition. Discuss the major nutrients, and how the foods we eat affect our bodies.	Filmstrip: Nutrition Sense
Make arrangements with the science department to experiment with rats to show the results of nutrition deficiencies. Relate the results of this experiment to nutrition deficiencies in the human body.	
Read study sheets on the major nutrients, their functions and food sources. Use United States Department of Agriculture literature (USDA) to add the most current Recommended Dietary Allowances.	Appendix: S-264 - 268 Nutrients Essential for Human Nutrition
Examine a Basic Four Food chart. Discuss each food group, emphasizing major nutrients, contributions of each, and the recommended number of servings.	
Complete puzzle on the Basic Four Food Group.	Appendix: S-269 Basic Four Food Puzzle
Complete worksheet on the Basic Four Food Group.	Appendix: S-270 - 271 Basic Four Food Groups Worksheet
Keep a 24-hour food intake record and compare intake with the Basic Four Food Groups.	
Construct bulletin board on the Basic Four Food Groups.	Appendix: S-272 Please Do Eat The Daisies

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives		
4.0 Dietary Concerns	Comp.	4.1	Relates the effect of diet and exercise on well-being.
4.A Individual Differences 4.B Weight Control 4.C Relation to State of Health	TPO	4.1	Given a variety of situations, determine 2 dietary needs of the person in each situation, with 80% accuracy. Plan food intake for one day for each person. See Evaluation Device in Appendix S-273.
	TPO	4.1	Given background information about an individual (age, health, income), one meal's food intake and one week's activities, list three ways in which diet and 3 ways in which activities need to be changed to maintain or improve health with 80% accuracy.
5.0 Sanitation and Safety	Comp.	5.1	Understands principles of sanitation and safety in handling and preparing food.
5.A Food Borne Illnesses 5.B Personal Grooming/ Hygiene 5.C Safety Conditions and Hazards	TPO	5.1	Given a sanitation checklist, evaluate a food laboratory situation. Make recommendations to correct any violations. All areas must be marked acceptable. Use Evaluation Device in Appendix S-279.

SENIOR HIGH LEVEL

Learning Activities for 4.0	Resources
List health habits considered desirable for teenagers. Discuss with class.	
Define "calorie".	
Discuss the relationship between diet and exercise. Study activities and calorie expenditures for each.	Appendix: S-274 Activity Information Sheet
Determine the number of hours spent exercising. Include walking, sitting, etc.. Relate this to weight gain and weight loss.	
Complete the "Food Consumption Diary" for 7 days. Using this information, answer the questions on the worksheet "Analyze Your Diet".	Appendix: S-275 Food Consumption Diary Appendix: S-276 Analyze Your Diet
Bring in magazine and newspaper pictures of snacks. Analyze them for calories and nutrition. Show how each snack does or does not fit one of the Daily Four Food Groups.	
Discuss the stages in the life cycle. Explain how and why food habits will probably change during each stage.	
Complete worksheet on snacking.	Appendix: S-277 Snacking Worksheet
Complete worksheet on individual dietary needs.	Appendix: S-278 Dietary Situations Worksheet

Learning Activities for 5.0	
Read and discuss resources on sanitation.	Book: Kowtaluk, Food for Today
Listen to a speaker from the Public Health Department or a biology teacher. Discuss sanitation and food-borne illnesses.	Resource Person: Biology Teacher; Public Health Department Food Inspector

SENIOR HIGH LEVEL

Concepts and Subconcepts

5.0 Sanitation and Safety

- 5.A Food Borne Illnesses
- 5.B Personal Grooming/Hygiene
- 5.C Safety Conditions and Hazards

Competencies and Terminal Performance Objectives

Comp. 5.1 Understands principles of sanitation and safety in handling and preparing food.

TPO 5.1 Given a sanitation checklist, evaluate a food laboratory situation. Make recommendations to correct any violations. All areas must be marked acceptable. Use Evaluation Device in Appendix S-279.

TPO 5.1 Given a food preparation area in which safety rules are violated, and a safety checklist, inspect the area for violations of safety rules. The student's findings must agree with the teacher's findings. Use Evaluation Device in Appendix S-280.

SENIOR HIGH LEVEL

Learning Activities for 5.0	Resources
Use petre dishes contaminated by learners hand, sneezing, human hair, rodents, etc., to show how bacteria grows. Discuss the causes of food-borne illnesses.	
Read and discuss resource on food-borne illnesses.	Appendix: S-281 Food-Borne Illnesses
View and discuss filmstrip on food poisoning.	Filmstrip: The ABC's of Food Poisoning
Read and discuss resources on proper ways to handle food.	Pamphlet: 48 Ways to Foil Food Infections
Prepare recipes of several dishes. Store one-half of the product properly and the other improperly. Compare results 4-5 days later. (DO NOT EAT.)	
Complete worksheet on sanitation.	Appendix: S-282 - 283 Magic Numbers
Complete activities 1-6 in the kit, Food Safety: Your Responsibility.	Kit: Food Safety: Your Responsibility
Complete quiz on sanitation.	Appendix: S-284 Sanitation Quiz
View and discuss slides on personal hygiene.	Slides: Personal Hygiene
Discuss personal hygiene and complete the checklist.	Appendix: S-285 Personal Hygiene Checklist
Read and discuss assigned resources on kitchen safety.	Book: Kowtaluk, Food for Today
Make a list of safety rules to use in the food laboratory.	
Complete worksheet on kitchen safety hazards. Discuss in class.	Appendix: S-286 How Many Hazards Can You Spot?

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives		
5.0 Sanitation and Safety 5.A Food Borne Illnesses 5.B Personal Grooming/ Hygiene 5.C Safety Conditions and Hazards	Comp.	5.1	Understands principles of sanitation and safety in handling and preparing food.
	TPO	5.1	Given a sanitation checklist, evaluate a food laboratory situation. Make recommendations to correct any violations. All areas must be marked acceptable. Use Evaluation Device in Appendix S-279.
	TPO	5.1	Given a food preparation area in which safety rules are violated, and a safety checklist, inspect the area for violations of safety rules. The student's findings must agree with the teacher's findings. Use Evaluation Device in Appendix S-280.
6.0 Selection, Care and Use of Equipment	Comp.	6.1	Selects uses and maintains equipment.
	TPO	6.1	Given pictures of a variety of kitchen utensils, identify each utensil and list the purpose of each with 80% accuracy. Use Evaluation Device in Appendix S281-282.
	TPO	6.1	Given 3 case studies of families with different life styles, list the most appropriate large and small appliances needed for food preparation. Justify each choice.

SENIOR HIGH LEVEL

Learning Activities for 5.0	Resources
Have resource persons: (1) discuss ways fires start, how to prevent them and procedures to follow in case of fire; (2) demonstrate first aid procedures for common kitchen accidents.	Resource Persons: Fire Department Representative, Red Cross Worker
Demonstrate the use of different kinds of fire extinguishers used in homes.	
Complete worksheet on kitchen safety.	Appendix: S-287 - 288 Kitchen Safety Worksheet

Learning Activities for 6.0	
Display cooking utensils found in the foods laboratory and discuss the use of each.	
View and discuss filmstrip on cookware.	Film: All About Cookware
Complete worksheet on kitchen utensils.	Appendix: S-291 - 293 Kitchen Utensil Worksheet Appendix: S-294 Identifying Proper Tools Worksheet
Form teams and choose one of the appliances available in the foods laboratory. Demonstrate use and care of the appliance. Use equipment instruction manuals.	Pamphlets: Equipment and Instructional Manuals
Listen to a resource person. Explain the features available on a variety of large and small appliances and discuss the use of appliances in relation to conserving energy.	Resource Persons: Manufacturer Representative - Department of Agriculture, Extension Home Economist, Utility Company Home Economist

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives		
6.0 Selection, Care and Use of Equipment	Comp.	6.1	Selects uses and maintains equipment.
	TPO	6.1	Given pictures of a variety of kitchen utensils, identify each utensil and list the purpose of each with 80% accuracy. Use Evaluation Device in Appendix S289-290.
	TPO	6.1	Given 3 case studies of families with different life styles, list the most appropriate large and small appliances needed for food preparation. Justify each choice.
7.0 Recipes	Comp.	7.1	Uses standardized recipes.
7.A Standardized Recipes 7.B Parts 7.C Vocabulary 7.D Abbreviations 7.E Equivalents	TPO	7.1	Given a standardized recipe, necessary measurement equipment and ingredients, prepare the recipe with 100% accuracy.
7.F Measuring Techniques 7.G Metrics	TPO	7.1	Given a standardized metric recipe, necessary measurement equipment, and ingredients, prepare the recipe with 100% accuracy.

SENIOR HIGH LEVEL

Learning Activities for 6.0	Resources
Visit stores to select one portable appliance and make a comparative study of cost of the appliance. Report findings to class.	
Collect pictures and information from magazines, newspapers and catalogs for one type of large kitchen appliance. Make up a chart comparing the features and cost of different brands.	

Learning Activities for 7.0	
Read resources on standardized recipes. Discuss reasons for using tested recipes.	Book: Medved, The World of Foods
View and discuss filmstrip on cooking terms.	Filmstrip: The Names in the Cooking Game
Study information sheet on recipe abreviations, equivalents, and measurements.	Appendix: S-295 Recipe Abbreviations, Common Food Equivalents and Measurements
Read and discuss guidelines for measuring accurately.	Appendix: S-296 Measuring Accurately
Complete worksheet on weights and measures.	Appendix: S-297 Weights and Measures
Complete worksheet on reading a recipe.	Appendix: S-298 Reading a Recipe
Study and discuss resources on metrics.	
View filmstrip on metrics.	Filmstrip: The Metric System Emerges
Prepare muffins using a customary recipe and a metric recipe.	Appendix: S-299 Customary and Metric Muffin Recipes

Concepts and Subconcepts	Competencies and Terminal Performance Objectives		
8.0 Table Service	Comp.	8.1	Uses appropriate techniques of table service for different occasions.
8.A Types 8.B Setting 8.C Appointments 8.D Service 8.E Etiquette	TPO	8.1	Given specific menus, diagram appropriate table settings and describe the table appointments, with 100% accuracy. Use Evaluation Device in Appendix S-300.
	TPO	8.1	Given a specific style of service, demonstrate acceptable techniques of service according to established criteria with 100% accuracy.
	TPO	8.1	During a meal in the foods laboratory, demonstrate acceptable table setting, service and etiquette, to be evaluated by teacher observation, with 100% accuracy. Use Evaluation Device in Appendix S-301.
9.0 Food Selection, Storage Principles	Comp.	9.1	Knows criteria for food selection.
9.A Fruits and Vegetables 9.B Meat, Fish, Poultry, Eggs 9.C Milk and Dairy 9.D Grains	TPO	9.1	Given items in each food group, indicate 2 criteria for selecting each item with 100% accuracy.
	Comp.	9.2	Uses appropriate methods for food storage.
	TPO	9.2	Given specific foods, describe the most appropriate method of storage with 100% accuracy.

SENIOR HIGH LEVEL

Learning Activities for 8.0	Resources
Define the term "cover". Discuss guidelines for placement of dishes, flatware and glasses on a cover. Discuss how covers differ for breakfast, luncheon and dinner.	
Read and discuss resources on methods of table service.	Appendix: S-302 *Table Service Studyguide* Book: Kowtaluk, *Food for Today*
In groups, work on bulletin boards of specific types of table service.	Bulletin Board Materials
Role-play and discuss appropriate manners for various mealtime situations.	
Complete and discuss worksheet on table manners.	Appendix: S-303 *Appropriate Table Manners Worksheet*
Read and discuss resources on social behavior at meals.	Book: Baldridge, *Amy Vanderbilt Complete Book of Etiquette*

Learning Activities for 9.0	Resources
Form task forces based on food groups: fruits and vegetables; meat, fish, poultry, eggs; milk and dairy products and grains. Research methods of selection and storage for each group. Report findings to class in an interesting and informative way.	Books: Kowtaluk, *Food for Today*, White, *Food and Your Future*
Define the terms: enriched, fortified. Examine labels of foods which include these terms.	Pamphlets: Department of Agriculture, Extension Bulletins
Examine a variety of labels from frozen and canned fruit and vegetables. Discuss how the information can help consumers make decisions on purchases.	
Visit the meat department of a local food store. Listen to meat cutter explain the various cuts of meats, inspection and grading.	

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food selection, Storage Principles 9.A Fruits and Vegetables 9.B Meat, Fish, Poultry, Eggs 9.C Milk and Dairy 9.D Grains	Comp. 9.1 Knows criteria for food selection. TPO 9.1 Given items in each food group, indicate 2 criteria for selecting each item with 100% accuracy. Comp. 9.2 Uses appropriate methods of food storage. TPO 9.2 Given specific foods, describe the most appropriate method of storage with 100% accuracy.
10.0 Meal Management 10.A Nutrition for the Individual and Family 10.B Money Management 10.C Time Management 10.D Energy Management 10.E Use of Family and Community Resources	Comp. 10.1 Applies meal management principles. TPO 10.1 Given a family situation which includes age and sex of family members, occupations, health status, food budget and a community description, plan a day's meals and snacks. The meals and snacks should meet the following criteria with 80% accuracy: a) nutritional, b) appetizing, c) economical, d) appropriate for time and energy available, e)effective use of family and community resources.

SENIOR HIGH LEVEL

Learning Activities for 9.0	Resources:
Break different grades of eggs into dishes. Examine the differences and discuss the quality of each grade and the effects of storage on grades.	
Discuss the effect advertising has on the cost of food. Observe and taste advertised brands and generics in each food category to determine differences.	
Make a calendar of fresh foods available for the different seasons of the year. Make a comparison of fresh, frozen, dehydrated and canned products. Compute the cost of each. For example: fresh, frozen, dehydrated, and canned potatoes.	Appendix: S-304 Seasonal Calendar for Selected Fresh Produce
Compare the cost of foods available in different forms such as: fresh, frozen, canned and dehydrated. Discuss the advantages and disadvantages of selecting each form of food for different family situations.	
Select a food item and price it at three different stores. Report findings to class. Discuss the pros and cons of comparative shopping.	
In teams, select a food and demonstrate to the class how to store it properly.	
Experiment with food wrapping products. Evaluate cost, ease of use and how well it retains the product quality.	
Complete and discuss chart on food selection and storage.	Appendix: S-305 - 308 Food Selection and Storage Chart

Learning Activities for 10.0	Resources
Study resources on meal management and discuss criteria for efficient management.	Books: White, Food and Your Future Thypin and Glasner, More Food for our Money, Kit: Planning to Eat

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
10.0 Meal Management	Comp. 10.1 Applies meal management principles.
10.A Nutrition for the Individual and Family 10.B Money Management 10.C Time Management 10.D Energy Management 10.E Use of Family and Community Resources	TPO 10.1 Given a family situation which includes age and sex of family members, occupations, health status, food budget and a community description, plan a day's meals and snacks. The meals and snacks should meet the following criteria with 80% accuracy: a) nutritional, b) appetizing, c) economical, d) appropriate for time and energy available, e) effective use of family and community resources.

SENIOR HIGH LEVEL

Learning Activities for 10.0	Resources
In groups, complete the activity sheet for one of the persons listed. Select a member of the group to report results to the class.	Appendix: S-309 Keeping Fit Activity Sheet
Use food models to illustrate menus on the menu worksheet. Evaluate and discuss the menus in relation to color, texture, temperature, flavor and shape.	Appendix: S-310 Menu Worksheet
Discuss principles of menu planning and view transparency.	Appendix: S-311 Menu Planning Principles,
In groups, select an activity from the Teaching Episode Sheet to help the class learn one menu principle.	Teaching Episode Sheet: Application of Menu Planning Principles S-312 - 313
Define work simplification as it relates to meal management.	
Study the Guidelines for Managing Human and Non-Human Resources and discuss the effects of organization on work simplification.	Appendix: Guidelines for Managing Human Resources, S-314 Guidelines for Managing Non-Human Resources S-315
Develop a checklist for evaluating work simplification in preparing a meal. Use Guidelines for Managing Human and Non-Human Resources as a basis for developing the checklist.	
Use the checklist to evaluate your procedures when preparing a meal at home. Prepare a list of recommendations for improvement and share with family and class members.	
Plan one week's menus for the evening meal for your family. Select menus which can be prepared in 30 minutes or less, are nutritionally balanced, moderate in cost and suit the needs and preferences of your family members.	
In buzz groups, develop a list of high, moderate and low cost foods. Then use current newspaper food advertisements and your observations in the community to verify your lists.	

SENIOR HIGH LEVEL

Concepts and Subconcepts

11.0 Consumer in the Market Place

- 11.A Economics of Food
- 11.B Food Shopping Principles and Procedures
- 11.C Labeling
- 11.D Unit Pricing and Open Dating
- 11.E Advertising

Competencies and Terminal Performance Objectives

Comp. 11.1 Comprehends factors that affect the consumer in the market place.

TPO 11.1 Given a case study and menus for three days, develop a shopping list and calculate the cost with 100% accuracy. Make appropriate modifications for a reduced food budget. Use Evaluation Device in Appendix S-316.

TPO 11.1 Given a specific product package, describe in writing so that it can be understood by an exchange student, how labeling, unit pricing and open dating are used to aid the consumer with 85% accuracy.

SENIOR HIGH LEVEL

Learning Activities for 11.0	Resources
Discuss the economic terms, supply and demand and their importance to the consumer.	Kit: Systems: An Approach to Consumer Education
Discuss factors that affect the cost of food such as season, location, disease, weather, etc.	
In task forces, complete the Worksheet on Foods and Economics. Discuss with total class.	Appendix: S-317 Foods and Economics Worksheet
Invite a food store manager to discuss factors affecting food cost in your community.	
Develop a bulletin board showing seasonal foods.	
Using the checklist on pre-shopping practices, survey ten neighbors or friends to find out the types of pre-planning they do before going grocery shopping. Report findings to the class.	Appendix: S-318 Pre-Shopping Practices Checklist
Develop a fact sheet of effective pre-planning shopping practices for use with your family.	
Visit several supermarkets and draw a floor plan showing location of food items. Determine how this affects a shopping list.	
Make a shopping list for one week's menus for your family.	
List and discuss the different places to purchase food. Include: Supermarkets, Local Grocery Stores, Roadside Stands, 24-Hour Food Stores, etc.	
Interview family and neighbors to determine who does the shopping, what day of the week and what time of the day they consider best. Discuss findings and relate to different lifestyles, i.e., both parents working, one parent households, single persons working, etc..	
Discuss when a sale is a good bargain and when it is not.	
Complete and discuss the worksheet on bargains.	Appendix: S-319 - 320 To Be or Not To Be: A Bargain!
Investigate and discuss methods used by food stores to encourage shoppers to buy.	

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
11.0 Consumer in the Market Place	Comp. 11.1 Comprehends factors that affect the consumer in the market place.
11.A Economics of Food 11.B Food Shopping Principles and Procedures 11.C Labeling 11.D Unit Pricing and Open Dating 11.E Advertising	TPO 11.1 Given a case study and menus for three days, develop a shopping list and calculate the cost with 100% accuracy. Make appropriate modifications for a reduced food budget. Use Evaluation Device in Appendix S-316.
	TPO 11.1 Given a specific product package, describe in writing so that it can be understood by an exchange student, how labeling, unit pricing and open dating are used to aid the consumer with 85% accuracy.

SENIOR HIGH LEVEL

Learning Activities for 11.0	Resources
Compare brand name prices, store brand prices and given brand prices in several different supermarkets.	
View filmstrip and discuss how to read labels.	Filmstrip: Label Literacy - How to Read Food Packaging
Examine and rate the labels on five different food products using the Food Label Rating Sheet.	Appendix: S-321 Food Label Check-Sheet
Discuss items which are not required on a label but which are important information for a consumer , i.e., nutrition information, grade shield and inspection mark, size and degree of maturity of product, etc..	
Select three brands of the same product and compare the information on the label to determine the best buy. Consider nutrition values, quantity of product, cost, etc..	
Discuss the definition of unit pricing and its purpose.	
Select three package sizes of one product. Determine the unit price of the product. Share your information with the class.	
Use the Glossary of Terms to define and discuss the advantages of open dating, unit pricing, universal product codes, real seal, etc..	Appendix: S-322 Glossary for Consumers
Listen to a marketing specialist. Discuss how advertising affects the cost of and the demand for food products.	
Discuss the functions of advertising. Find examples of food products advertisements that illustrate each of the functions.	Appendix: S-323 Functions of Advertising
Construct a bulletin board on wise food shopping strategies.	Appendix: S-324 Recipe For a Smart Consumer

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
12.0 Regional, Ethnic and Multicultural Food Practices	Comp. 12.1 Understands the influence of regional, ethnic and multicultural customs and traditions on food practices.
12.A Regional Influences and Practices 12.B Ethnic Influences and Practices 12.C Multicultural Influences and Practices	TPO 12.1 Given a list of food traditions and customs of specific regional, ethnic and multicultural groups, describe the reasons underlying these practices. Include aspects such as: geographic location, religious beliefs, economic conditions, history and folklore.

SENIOR HIGH LEVEL

Learning Activities for 12.0	Resources
Discuss the following definition of culture in relation to selection, preparation and service of foods for specific regional, ethnic and multicultural groups: Culture is a way of life inclusive of traditions and customs underlying the feelings, thoughts and actions of individuals and groups.	
Read resources and view media in learning centers on traditions, customs and food practices of various regional, ethnic and multicultural groups.	Book: Kowtaluk, Food for Today Filmstrips: Cultures and Cuisines Series
View the film "Big Dinner Talk" and discuss the similarities and differences in foods eaten in relation to nutritional needs.	Film: Big Dinner Talk
Discuss the symbolic meaning of foods in relation to regional, ethnic and/or cultural influences such as: hot breads, an expression of hospitality in the South; eggs for Easter, a symbol of new life; candy for Valentine's Day, an expression of love; turkey for Thanksgiving, for abundance and harvest.	
Develop a bulletin board displaying typical food dishes from different countries.	
View the film "Food For Life". Compare and discuss the food practices of the teenagers in the USA, South America and Asia.	Film: Food For Life
Interview a person from a different cultural/ethnic group about food customs practiced.	
Invite a resource person to discuss religious and ethnic influences on food habits.	
Invite a person from a different culture or ethnic group to demonstrate typical dishes and service of foods.	
Prepare a dish, such as cabbage rolls, as it is typically prepared by different cultural/ethnic groups.	
Plan a food tasting party featuring different ethnic dishes and ways in which they are traditionally served.	

SENIOR HIGH LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
12.0 Regional, Ethnic and Multicultural Food Practices	Comp. 12.1 Understands the influence of regional, ethnic and multicultural customs and traditions on food practices.
12.A Regional Influences and Practices 12.B Ethnic Influences and Practices 12.C Multicultural Influences and Practices	TPO 12.1 Given a list of food traditions and customs of specific regional, ethnic and multicultural groups, describe the reasons underlying these practices. Include aspects such as: geographic location, religious beliefs, economic conditions, history and folklore.

SENIOR HIGH LEVEL

Learning Activities for 12.0	Resources
Research an area of the United States related to regional food choices and customs.	Appendix: S-325 Multicultural Influences on Food Customs in the United States
Plan a food tasting party featuring different regional dishes and ways in which they are traditionally served.	
Develop an "International Time Clock" for mealtimes in different countries. Indicate the name of the meals, the time of day served and typical foods served.	
Examine a display of menus from a variety of ethnic and multicultural restaurants. Develop a list of descriptive terms used for foods and ways they are served.	Appendix: S-326 - 328 Multicultural Food Terms

APPENDIX

SENIOR HIGH LEVEL

FOOD AND NUTRITION

CURRICULUM GUIDE

Processed Foods Worksheet

Directions: Complete the following chart. Write the definition of each form of food and give examples of foods which can be bought or prepared in that form.

Forms of Foods	Definition	Examples
Freeze Dried		1. 2.
Canned		1. 2. 3. 4. 5.
Frozen		1. 2. 3.
Ready to Use		1. 2. 3.
Home Prepared		1. 2. 3.
Ready to Serve		1. 2. 3.
Dehydrated		1. 2.
Mixes		1. 2. 3. 4. 5.

Processed Foods Worksheet

Key:

Forms of Foods	Definition	Examples*
Freeze Dried	Food frozen; water evaporated	1. Coffee 2. Fruit in cereal
Canned	Food preserved by submitting to high heat. How high? important to prevent botulism	1. Vegetables 2. Fruit 3. Meat 4. Pudding 5. Soup
Frozen	Foods preserved by submitting to 0°F.	1. Strawberries 2. Pizza 3. Fish
Ready to Use	Foods for which all preliminary	1. Instant Milk 2. Stuffing 3. Brown & Serve Rolls
Home Prepared	Foods prepared from ingredients	1. Cake 2. Casserole 3. Brownies
Ready to Serve	Foods ready to be put on table.	1. Jelly 2. Cereal 3. Bread
Dehydrated	Foods that are dried.	1. Fruit 2. Vegetables
Mixes	Premeasured ingredients	1. Puddings 2. Cakes 3. Cookies 4. Pancakes 5. Muffins

* Note, other examples are possible

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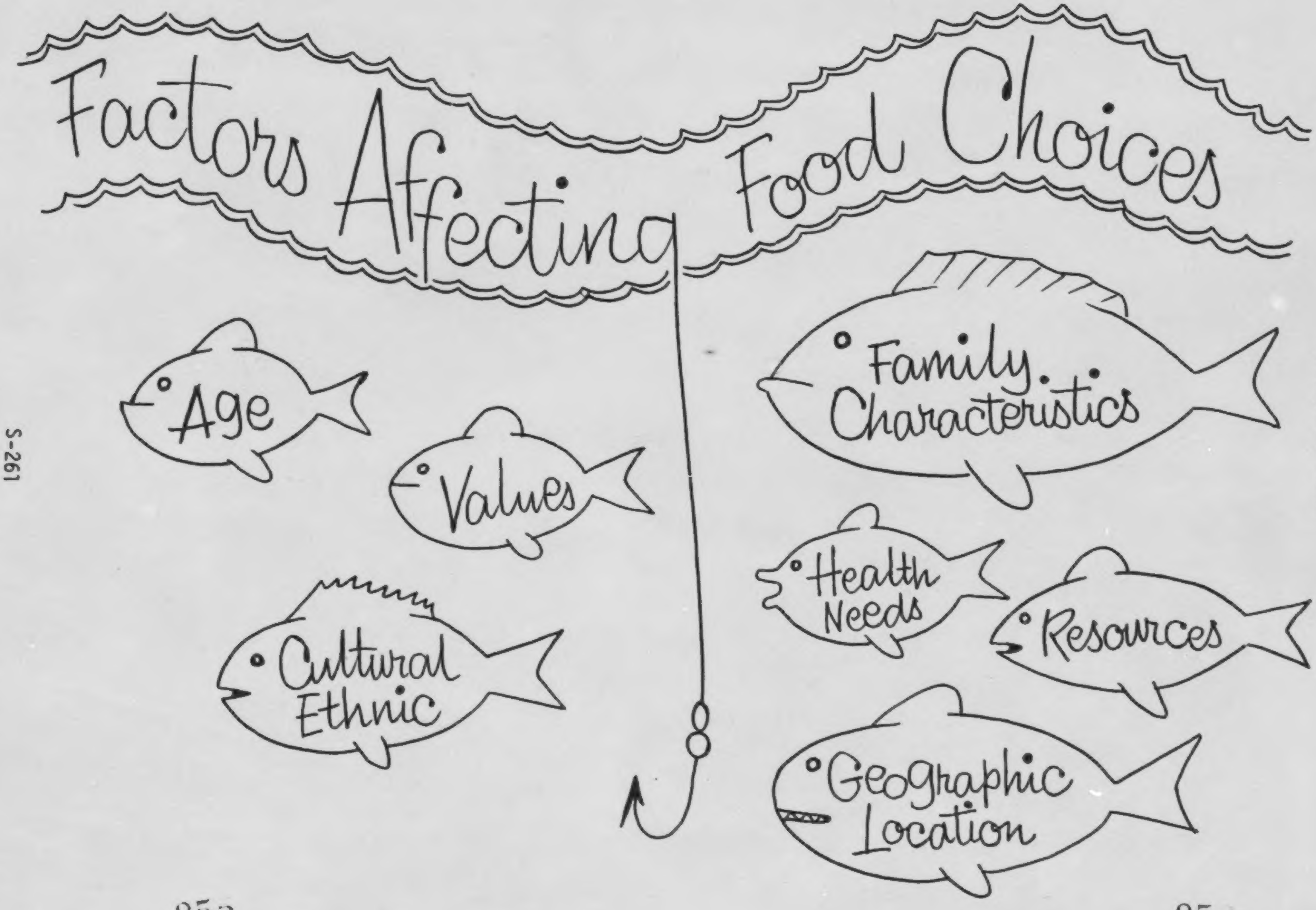

Factors Affecting Food Choices
Age
Values
Cultural Ethnic
Family Characteristics
Health Needs
Resources
Geographic Location

FOOD AND NUTRITION

CURRICULUM GUIDE

Eating Patterns Questionnaire

Directions: Answer the following questions to analyze your eating patterns.

1. What foods do you eat regularly?
2. How would you describe your eating habits? (Do you eat recommended amounts? Do you undereat? Do you overeat?)
3. How does your family lifestyle influence the choice of foods you select to eat?
4. Do you feel your religion has affected your food patterns? If so, in what ways?
5. What cultural background customs influence the foods you eat?
6. How does your family's income affect your eating habits?
7. How do your activities such as sports, clubs, and work affect your food patterns?
8. Do you need to change your present eating patterns? If so, how?

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 3.1

Directions: Place the letter of the statement from Column II which best describes the function of each nutrient in the space to the left of the nutrient in Column I.

Column I Nutrients	Column II Functions
_____ 1. protein	A. Provides the fluid for various body functions
_____ 2. water	B. Helps regulate the various body functions
_____ 3. carbohydrate	C. Builds and repairs body tissues and cells
_____ 4. fats	D. Body's main source of energy and provides fiber for good digestion
_____ 5. vitamins	E. A source of energy which rapidly increases your caloric intake
_____ 6. minerals	F. Speeds up chemical processes in body

Directions: Place the letter of the correct food group in the space to the left of each food. The letter may be used more than one time.

Food Groups

A. Grain Group
B. Fruit and Vegetable Group
C. Dairy Group
D. Meat Group

Foods

_____ 1. Corn

_____ 2. Chicken

_____ 3. Macaroni & Cheese

_____ 4. Eggs

_____ 5. Watermelon

_____ 6. Watermelon

_____ 7. Sausage Pizza

_____ 8. Corn Bread

_____ 9. Ice Cream

_____10. Dried Beans

KEY:

Part I

1. C
2. A
3. D
4. E
5. F
6. B

Part II

1. B
2. D
3. A,C
4. D
5. B
6. B
7. A,B,C,D
8. A
9. C
10. D

FOOD AND NUTRITION

CURRICULUM GUIDE

NUTRIENTS ESSENTIAL FOR HUMAN NUTRITION

NUTRIENTS	WHAT IT DOES FOR YOUR BODY	SIGNIFICANT FOOD SOURCES	
		PLANT	ANIMAL
Water	Transports nutrients. Regulates body temperature. Participates in body Processes (e.g. helps elimate body waste).	All foods - solid or liquid. Also, drinking water.	All foods - solid or liquid.
Carbohydrate (includes all sugars, starches and fiber)	Provides energy to do physical or internal work, or for heat. Fiber aids regular elimination.	Grain products: bread and other baked goods, breakfast cereals, rice, noodles. Fruit. Starchy vegetables. Sugar, honey, candies.	
Fat (includes fatty acids - saturated and polyunsaturated)	Provides energy like carbohydrate, but in a more concentrated form. Contains certain vitamins and fatty acids essential to health. Stored body fat insulates and protects vital organs.	Vegetable oil products: margarine, shortenings, salad dressings. Nuts, peanut butter.	Butter, cream, milk. Most cheeses. Meats. Egg yolks.
Protein (includes amino acids)	Essential for growth of all body cells and to replace worn-out tissue or cells. May be energy source when carbohydrate and fat sources are limited.	Legumes: dried beans, peas, lentils, peanuts. Nuts.	Meat, fish, poultry. Eggs. Milk, cheese.

FOOD AND NUTRITION

CURRICULUM GUIDE

NUTRIENTS ESSENTIAL FOR HUMAN NUTRITION (con't.)

NUTRIENTS	WHAT IT DOES FOR YOUR BODY	SIGNIFICANT FOOD SOURCES PLANT	ANIMAL
Vitamins (Fat Soluble) A	Promotes growth and repair of all body tissues - skin, mucous membranes of mouth, nose, etc., and hair, teeth. Helps maintain normal vision and healthy eyes.	Orange vegetables and fruits: carrots and cantaloupe. Dark green, leafy vegetables: spinach. Margarine.	Liver Butter Egg Yolk Whole milk cheese
D	Needed for utilization of calcium and phosphorus particularly in formation of bones and teeth.	Margarine (fortified). (Sunlight produces vitamin D in skin when exposed.)	Liver Egg Yolk Milk (fortified)
E	Prevents destruction of unsaturated fatty acids, vitamin A and C in the body.	Vegetable oils: cottonseed, peanut. Green vegetables.	
K	Needed for normal blood clotting.	Dark green, leafy vegetables. (Produced by normal bacteria in intestinal tract)	Liver Egg Yolk
(Water Soluble) C (Ascorbic acid)	Needed for maintenance of gum tissue and skin. Needed for the utilization of iron and calicum. Needed for the formation of collagen (a protein that helps support body structures such as skin, bone and tendons)	Citrus fruits and Dark green, leafy vegetables: broccoli, turnip greens. Potatoes. Raw vegetables: cabbage, peppers, tomatoes.	

FOOD AND NUTRITION

CURRICULUM GUIDE

NUTRIENTS ESSENTIAL FOR HUMAN NUTRITION (con't.)

NUTRIENTS	WHAT IT DOES FOR YOUR BODY	SIGNIFICANT FOOD SOURCES	
		PLANT	ANIMAL
Vitamins B_1 (thiamin)	Needed for utilization of carbohydrate from foods for energy in all body cells.	Nuts. Whole grain or fortified grain products: breads, cereals, flour.	Pork Liver Eggs Meat
B_2 (riboflavin)	Needed for utilization of carbohydrate, protein and fats, particularly to release energy to all body cells.	Whole grain or fortified grain products: bread, cereals, flour	Milk, Cheese, Yogurt Liver Egg Meat
Niacin (nicotinic acid)	Needed for utilization of carbohydrate for energy as well as for protein and fat utilization in all body tissues.	Whole grain or fortified grain products: breads, cereals, flour. Nuts, peanut butter.	Liver Meat Fish
B_6 (pyridoxine)	Utilization of carbohydrate, fat and expecially protein. Helps produce antibodies.	Whole grain products. Vegetables.	Meat
B_{12}	Needed for formation of red blood cells and maintenance of healthy nervous tissue.		Meat, Poultry, Fish. Egg Milk and Milk Products
Folacin	Needed for formation of new cells, hemoglobin and red blood cells.	Dark green, leafy vegetables. Mushrooms.	Liver

FOOD AND NUTRITION

CURRICULUM GUIDE

NUTRIENTS ESSENTIAL FOR HUMAN NUTRITION (con't.)

		SIGNIFICANT FOOD SOURCES	
NUTRIENTS	WHAT IT DOES FOR YOUR BODY	PLANT	ANIMALS
Minerals Calcium	Formation of bones and teeth. Clotting of blood. Transmission of nerve impules.	Dark green vegetables: collard, kale, mustard and turnip greens	Milk and milk products. Sardines and salmon with bones.
Phosphorus	Formation of bones and teeth Acid-base balance of body fluids.	Cereal grains and products.	Milk and milk products. Meat, poultry.
Potassium	Acid-base balance of body fluids. Body water balance. Nerve function.	Fruits: oranges, bananas. Vegetables.	Meats Milk and milk products.
Chlorine	Formation of hydrocloric acid in stomacn. Acid-base balance of body fluids.	Pickles. Mustard, catsup. Common table salt.	Meat Milk and milk products. Eggs.
Sodium	Acid-base balance of body fluids. Body water balance. Transmission of nerve impulse.	Pickles Mustard, catsup Common table salt.	Cured meats. Milk
Magnesium	Component of bones and teeth. Nerve function.	Whole grain products. Green, leafy vegetables.	Milk
Flourine	Component of bones and teeth.	Tea, drinking water.	Seafood.

FOOD AND NUTRITION

CURRICULUM GUIDE

NUTRIENTS ESSENTIAL FOR HUMAN NUTRITION (con't.)

		SIGNIFICANT FOOD SOURCES	
NUTRIENTS	WHAT IT DOES FOR YOUR BODY	PLANT	ANIMALS
Minerals Iron	Component of hemoglobin in red blood cells. Component in processes involved in utilization of food for energy production.	Legumes. Whole grains and fortified cereals. Prune juice. Green, leafy vegetables	Eggs Lean meats, Liver.
Zinc	Component in processes involved in utilization of food.	Whole grain products.	Meat, liver, Eggs. Seafood. Milk.
Copper	Component in processes involved in utilization of iron.	Nuts.	Shellfish Liver.
Selenium	Functions in close association with vitamin E.	Whole grain products.	Seafood. Meat.
Iodine	Component of thyroid hormones.	Vegetables* (*varies with animal	Seafood Dairy products* feed and soil.)
Chromium	Involved in release of energy from food.	Whole grain products.	Meat, poultry.

FOOD AND NUTRITION

CURRICULUM GUIDE

Basic Four Food Puzzle

Directions: Following is a list of scrambled words which help you to identify the Basic Four. See how quickly you can unscramble these words.

1. The iryda _____ group
hesece _____ eic armce _____
ilmk _____

2. The emat _____ group
eefb _____ toulpry _____
orpk _____ dderi sape _____ _____
leav _____ malb _____
fhis _____ gegs _____
sutn _____ dderi anseb _____ _____

3. The tbevebal - ruitf _____ - _____ group
sucitr ruitf _____ _____ kora _____
emotatos _____ grnsee _____
rsibreeawstr _____
grnee sbena _____ _____
twsee optaetos _____ _____
lebl rpeepp _____ _____
other dark gneer _____ and wyeoll _____ vegetables

4. The angin _____ group
dearb _____ nocr feskal _____ _____
lecaer _____ duoghntu _____
ittgaphse _____ ookcei _____
odeslno _____ gstri _____
nbar klefas _____ _____

Answer Key

1. Dairy
cheese, ice cream
milk

2. Meat
beef, poultry
pork, dried peas
veal, lamb
fish, eggs
nuts, dried beans

3. Vegetable - Fruit
citrus fruit, okra
tomatoes, greens
strawberries
green beans
sweet potatoes
bell pepper
green, yellow

4. Grain
bread, corn flakes
cereal, doughnut
spaghetti, cookie
noodles, grits
branflakes

FOOD AND NUTRITION

CURRICULUM GUIDE

Basic Four Food Groups Worksheet

I Menu

Breakfast

Orange Juice (4 oz.)
Scrambled Eggs (2 eggs)
Grits
Milk (8 oz.)

Lunch

Tossed Salad (Lettuce & Tomato)
Crackers
Ice Cream (one scoop)
Iced Tea

Dinner

Fried Chicken (2 pieces)
Carrots
Macaroni & Cheese
Pepsi (12 oz.)
Chocolate Pudding

II Complete the following chart by placing the foods listed above in the appropriate group.

Meat Group	Grain Group	Dairy	Fruits & Vegetables
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

III Here are the requirements for the Basic Four Food Guide. Do the above menus meet these requirements for a teenager?

Meat Group	2 servings	Fruits & Vegetables 4 servings (1 green, 1 yellow, 1 citrus, 1 other)
Dairy Group	4 servings (teenager) 2 servings (adult)	Grain Group (teenager) 4 servings

FOOD AND NUTRITION

CURRICULUM GUIDE

Basic Four Food Groups Worksheet

KEY:

Part II

Meat Group	Grain Group	Dairy	Fruit & Vegetable
1. Scrambled Eggs	1. Grits	1. Milk	1. Orange Juice (citrus)
2. Fried Chicken	2. Crackers	2. Ice Cream	2. Lettuce (green)
	3. Macaroni	3. Cheese	3. Tomato
		4. Pudding	4. Carrots

Part III

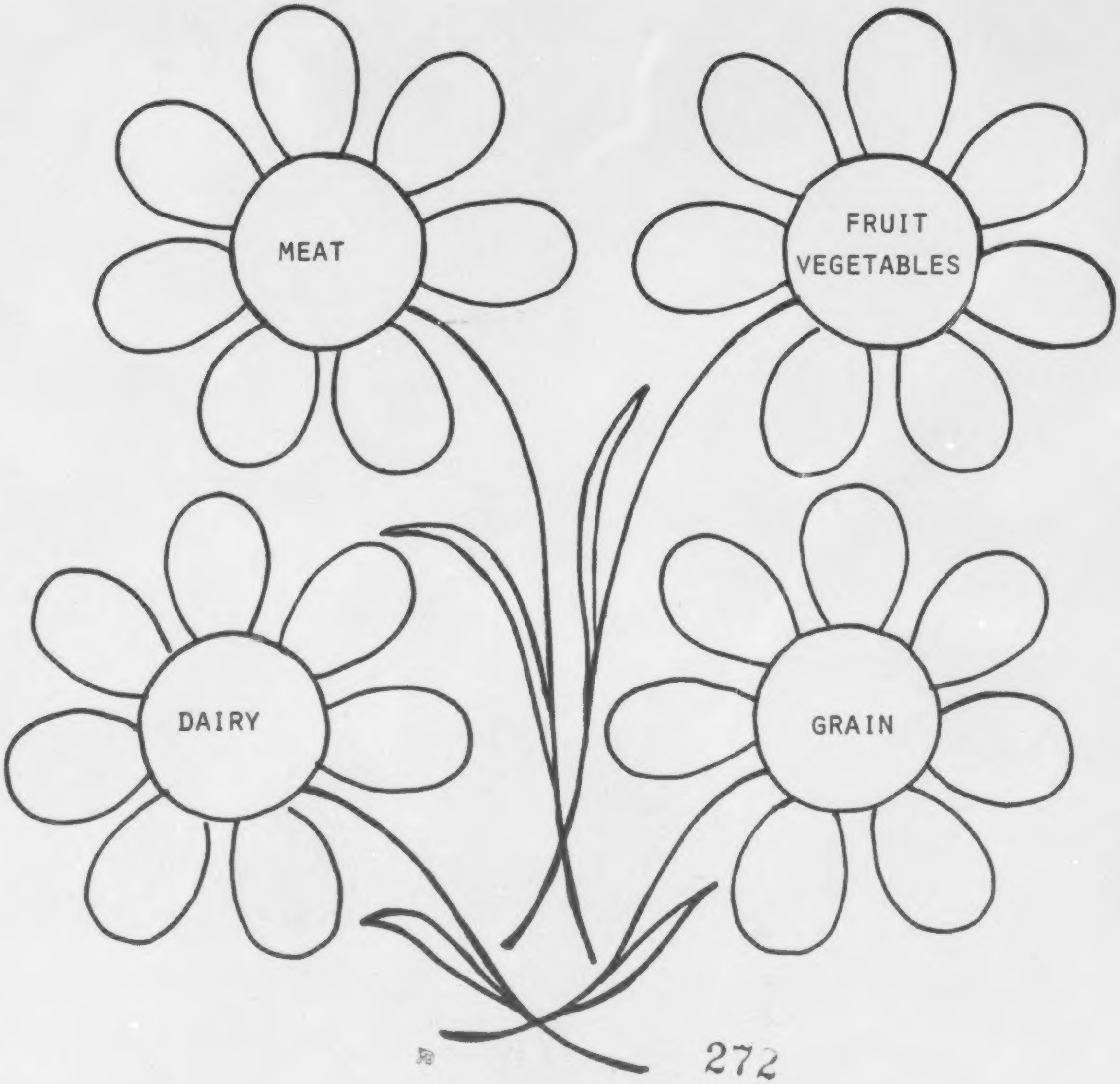
Meat Group - 2 servings	YES
Grain Group - 4 servings	NO
Dairy Group - 4 servings	YES
Fruits & Vegetable Group	YES

FOOD AND NUTRITION

CURRICULUM GUIDE

Bulletin Board

PLEASE DO EAT THE DAISIES



FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 4.1

Dietary Situations

Directions: List two dietary needs for the person in each of the following situtations. Plan food intake for one day for the person in each situation.

Situations

1. A preschool child who attends nursery school from 8:00 A.M. to 4:00 P.M. Monday - Friday.
2. A high school wrestler who has trouble making the weight class.
3. A teenager who is pregnant.
4. A junior high basketball player who has difficulty keeping up with the fast pace of the game.
5. A young office worker who sits at a desk all day, whose only exercise is a 15 minute walk during the lunch hour.
6. A teacher who also has a part time job 3 nights a week.
7. A 70 year old, retired person who has a history of heart disease.

FOOD AND NUTRITION

CURRICULUM GUIDE

Activity Information Sheet

Activity	Calories Expended Per Minute
Sleeping	1.0
Reclining	1.4
Standing and Sitting or Writing	1.9
Typing or Playing Piano	2.5
Driving a Car	2.8
Preparing Meals	3.3
Making Beds	3.9
Ironing	4.2
Bowling	4.4
Golfing	5.0
Cycling 5.5 mph	4.5
Cycling 10 mph	8.0
Walking 3.5 mph	5.2
Striding 4.5 mph	7.0
Jogging	10.0
Playing Tennis	7.1
Playing Handball	10.2
Swimming	11.0
Walking Up Stairs or Hills	16.3
Running	10.4

Food Consumption Diary

Directions: List all the foods you eat for seven days.

FOOD CONSUMED

DATE ______________

BREAKFAST	LUNCH	DINNER	SNACKS

FOOD CONSUMED

DATE ______________

BREAKFAST	LUNCH	DINNER	SNACKS

FOOD AND NUTRITION

CURRICULUM GUIDE

Analyze Your Diet

Directions: Use the information from your Food Consumption Diary to analyze your diet.

1. What was your calorie average?
2. List the activities you participate in during the day.
3. Do you feel you are getting enough energy for these activities? Explain.
4. Which food group(s) in the Basic Four do you tend to eat from the most?
5. Do you feel you are underweight, overweight, or are you satisfied with your weight? Explain.
6. If you feel you are overweight or underweight, how would you adjust your diet to correct the condition? If you are satisfied with your weight, why do you think your diet is adequate?
7. After discussing diet and heart disease, do you feel your diet needs to be adjusted to prevent heart problems as you get older? Why or Why not?
8. Do you feel a large percentage of your diet is junk foods? If so, why do you feel you eat that way and what are some alternatives to correct this habit? If you do not have a large amount of junk foods in your diet, what would you recommend to others to help them cut down on this eating habit?

Snacking Worksheet

Part I

Make a list of all the places you have seen or visited that serve snack foods. List the snacks sold. For each snack listed, tell whether it is nutritious or not and state the reason why.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

Part II

How does this information effect nutritional problems?

1. ______________________________

FOOD AND NUTRITION

CURRICULUM GUIDE

Dietary Situations Worksheet

Directions: Identify the effects the eating habits of the following people might have on their well being.

1. Eddie is too busy to take time to eat a meal. As a result his diet consists of fast foods and snack items.
2. Hanna, the health food nut, has not had a balanced meal for months.
3. Bertha spends her time watching T.V. and eating anything and everything in sight.
4. Priscilla eats 3 well-balanced meals a day.
5. Joe's only dietary concern is getting enough protein.
6. Minney takes vitamins in place of well-balanced meals.
7. Larry would rather not eat than eat alone.

KEY:

1. Not getting well balanced diet - gains weight. If he is busy, he may not gain weight. All fast foods and snacks are not fattening.
2. Not getting adequate amount of protein, fats or carbohydrates.
3. Taking in more calories than body is burning up.
4. Has plenty of energy, feels and looks healthy.
5. Tired because he does not consume carbohydrates to give him energy.
6. Tired body lacking in protein, carbohydrates and fats.
7. Not enough energy to accomplish every-day tasks. General appearance is unhealthy.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 5.1

Sanitation Checklist

Directions: Rate each of the Sanitation Items on the sanitation checklist by placing a check (✓) in the acceptable or not acceptable column. For all items rated not acceptable describe how to correct them.

SAFETY ITEMS	RATING	
	Acceptable	Not Acceptable
1. Hands are washed with hot, soapy water before handling foods.		
2. Hands are washed after touching hair or any other part of the body before handling food.		
3. Tasting spoons are used only once and then washed before using again.		
4. Utensils, equipment, dishes and work surfaces are kept clean.		
5. Spills are wiped up immediately.		
6. Foods are refrigerated warm rather than allowed to cool to room temperature.		
7. Garbage is disposed of in an appropriate manner.		

Item Number	Correction

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 5.1

Safety Checklist

Directions: Rate each of the Safety Items on the safety checklist by placing a check (✓) in the acceptable or not acceptable column. For all items rated not acceptable describe how to correct them,

SAFETY ITEMS	RATING	
	Acceptable	Not Acceptable
1. Fire extinguisher(s) is(are) in working condition.		
2. Portable appliances are unplugged when not in use.		
3. Electrical appliances and cords are in good working condition.		
4. No more than two appliances are connected to any one electrical outlet.		
5. Flammable materials are stored away from the range.		
6. A ladder or stepstool is used to reach high areas.		
7. The floor is free of spilled liquid and/or foods.		
8. Knives are used only as cutting tools.		
9. Cutting knives are washed separately.		
10. Knives are stored in racks or containers.		
11. Broken glass is disposed of in a bag or closed container.		
12. Household chemicals and cleaners are stored in a secure area.		

Item Number	Correction

FOOD AND NUTRITION

CURRICULUM GUIDE

Food-Borne Illnesses

Illnesses	Contracted By	How to Avoid
Typhoid Fever	Water, milk, shellfish contaminated at source. Food from unwashed hands or flies.	Use approved water supply. Wash hands. Control flies.
Clostribium Terfringens	Food handled by unclean hands and other unsanitary conditions. Cooked food, such as meat and gravies, left at room temperature for prolonged time.	Avoid eating foods as listed in previous column. Regrigerate food properly.
Staphylococcus	Eating contaminated food, such as egg or breading material, caused by unclean hands or unsanitary conditions.	Eat only foods that have been prepared under sanitary conditions.
Dysentery	Water or food contaminated by unclean hands or infected by flies.	Use safe food handling methods and control flies.
Food Poisoning	Food contaminated by unsanitary conditions and by improper refrigeration. Refreezing food after complete prolonged defrosting.	Practice safe food handling methods. Keep food at below 50°. Control rodents and pests.
Trichinosis	Contaminated uncooked pork.	Cook all pork products to an internal temperature of 137° or more.
Clostribium Botulinum	Improperly home-canned or damaged canned foods.	Boil home-canned food for at least 10 minutes and avoid food in damaged or buldged cans.
Diptheria and other infectious diseases	Food or tableware handled by an infected person.	Wash dishes thoroughly. Good personal hygiene is important.
Undulant Fever	Infected milk.	Buy and serve only pasteurized food.

FOOD AND NUTRITION

CURRICULUM GUIDE

Magic Numbers

Directions: Select from Column B the word which best completes each of the sentences in Column A. Put the number of the word in the proper space in the magic square answer box. If your answers are correct, they will add up to a magic number. The sum of the numbers will be the same in each row -- across and down.

COLUMN A

A. Avoid touching hair or ____.

B. Symptoms of food borne __________ are vomiting; diarrhea, upset stomach.

C. Do not use a __________ to dry your hands.

D. Always use a __________ spoon for tasting foods and for stirring.

E. __________ means the prevention and control of the spread of bacteria.

F. Always cook foods at temperatures over __________.

G. Foods are easily __________ by careless handling and needless exposure to germs.

H. Foods should be refrigerated at temperatures below __________.

I. Do not use __________ which has dropped to the floor.

J. Your first step to sanitation in handling foods is to work with clean __________.

K. Refrigerate or freeze left overs __________.

L. Usually, frozen foods should not be thawed at __________ temperature.

M. Germs in food need food, warmth and __________ in order to grow.

N. When a can is __________ it is a sign that spoilage has occurred.

O. Products stamped with a "sell by" date may be used up to a week after __________.

P. Never keep perishable food at room temperature any longer than __________.

COLUMN B

1. Face
2. Room
3. Expiration
4. 140°F, 172°C
5. Promptly
6. Illnesses
7. Sanitation
8. 2 hours
9. Buldging
10. Contaminated
11. Separate
12. Silverware
13. Inspect
14. 40°F, 8°C
15. Moisture
16. Hands
17. Dish towel

FOOD AND NUTRITION

CURRICULUM GUIDE

Magic Numbers

Key:

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P

MAGIC NUMBER IS __________.

ANSWER

A 1	B 6	C 17	D 11
E 7	F 4	G 10	H 14
I 12	J 16	K 5	L 2
M 15	N 9	O 3	P 8

MAGIC NUMBER IS 35.

FOOD AND NUTRITION

CURRICULUM GUIDE

Sanitation Quiz

Directions: Match the sanitation practices with the example of the sanitation procedures given. Write the letter of the sanitation practice in the blank beside the sanitation procedure. Letters will be used more than once.

SANITATION PROCEDURES

_____ 1. Do not use fingers to taste food.

_____ 2. Heat left over food thoroughly to at least 140°.

_____ 3. Food should be refrigerated quickly in shallow, covered dishes.

_____ 4. Do not re-use tasting spoon.

_____ 5. Use utensils instead of hands when working with food.

_____ 6. Clean cutting boards and knives thoroughly after working with chicken.

_____ 7. Do not refreeze foods that are thawed, cook them.

_____ 8. Chill food to below 40°F as quickly as possible.

_____ 9. Cover and refrigerate food that is not being used.

_____ 10. Do not hold food in a warm place for a long time before serving.

_____ 11. Cook meat and other protein foods to internal temperature of at least 140°F.

_____ 12. Dispose of all trash, empty boxes, and garbage daily.

_____ 13. Cover coughs and sneezes with hand and wash hands thoroughly.

_____ 14. Clean electric mixer after use.

SANITATION PRACTICES

A. Temperature Control

B. Personal Cleanliness

C. Pest Control

D. Equipment/Utensil Cleanliness

ANSWERS

1. B
2. A
3. A
4. D
5. B
6. D
7. A
8. A
9. A
10. A
11. A
12. C
13. B
14. C

FOOD AND NUTRITION

CURRICULUM GUIDE

PERSONAL HYGIENE CHECK LIST

Since we sometimes unknowingly offend other people by certain personal hygiene habits, this check list has been provided for self-evaluation.

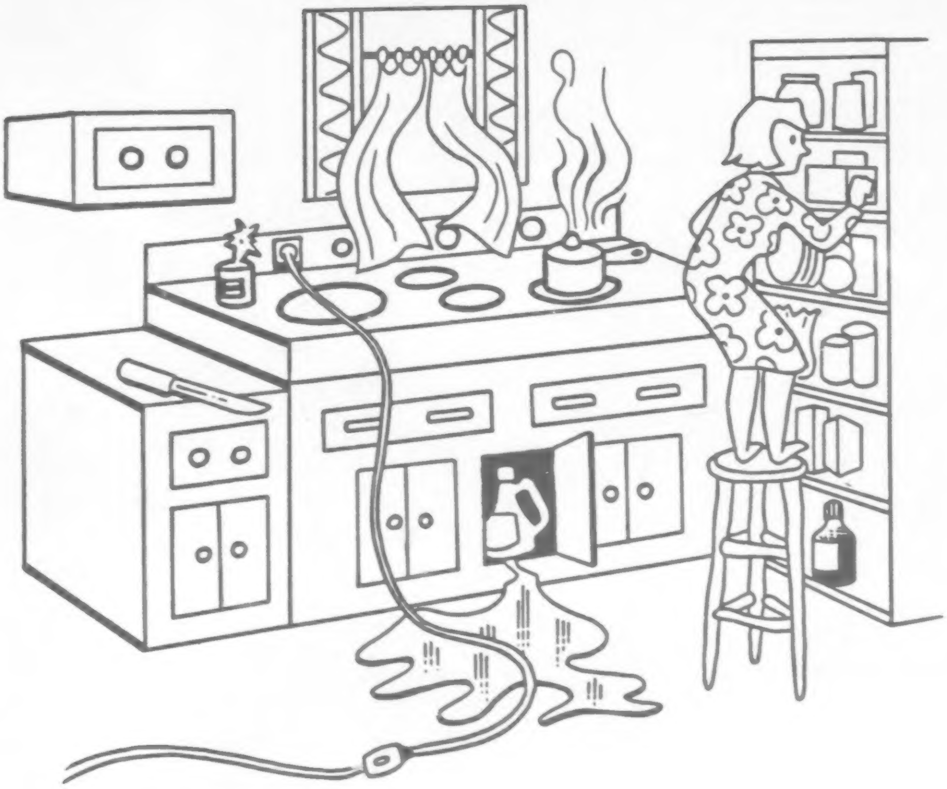
Directions: After each item, place a check mark in the appropriate column.

	Yes	No
Haircut or hairdo needed	( )	( )
Dandruff showing	( )	( )
Hair uncombed	( )	( )
Hair greasy	( )	( )
Ears dirty	( )	( )
Neck dirty	( )	( )
Shave needed	( )	( )
Makeup excessive	( )	( )
Makeup smeared or caked	( )	( )
Blackheads visible	( )	( )
Skin greasy	( )	( )
Teeth yellow or unclean	( )	( )
Hands (knuckles) dirty	( )	( )
Fingernails ragged or broken	( )	( )
Fingernails too long	( )	( )

	Yes	No
Perfume excessive	( )	( )
Fingernail polish chipped	( )	( )
Breath offensive	( )	( )
Shoulders stooped	( )	( )
Walk slouchy or shuffled	( )	( )
Outer clothing soiled	( )	( )
Clothing wrinkled	( )	( )
Clothes need repair	( )	( )
Runs in hose	( )	( )
Holes in socks	( )	( )
Shoes unshined	( )	( )
Shoelace broken	( )	( )
Shoes need repair	( )	( )
Perspiration odor	( )	( )
Excessive jewelry	( )	( )

How Many Hazards Can You Spot?

Direction: Examine the picture below and list the safety hazard you see in the picture.



FOOD AND NUTRITION
CURRICULUM GUIDE

Kitchen Safety Worksheet

For each situation identify the potential safety hazards and describe solution(s) for each hazard.

1. Chris was asked to check simmering spaghetti sauce. When lifting the lid off the dutch oven, the hot steam burned his/her hands and face.

   Hazard:

   Solution:

2. Sandy was slicing vegetables with a chef's knife. Pausing to rest, the knife was laid on the edge of the work table. Another student bumped the table. As a result, the knife began to fall to the floor. Moving quickly Sandy caught the knife by the handle.

   Hazard:

   Solution:

3. Randy chopped and sliced ingredients for a recipe. While cleaning up, the knives were left in the sink to soak so they would be easy to wash.

   Hazard:

   Solution:

4. Sam was broiling hamburgers on a cookie sheet and the grease caught fire. Sam immediately tried to put out the fire by throwing water on it.

   Hazard:

   Solution:

FOOD AND NUTRITION

CURRICULUM GUIDE

Kitchen Safety Worksheet

Key:

1. Hazard: Lifting the dutch oven lid incorrectly.

   Solution: Use pot holders. Tilt lid away from you.

2. Hazard: Leaving knife on edge of table and trying to catch falling knife.

   Solution: Set knife where it would be safe. Allow knife to fall.

3. Hazard: Leaving knives to soak.

   Solution: Clean knives immediately without soaking.

4. Hazard: Using a cookie sheet to broil. Attempting to put out a grease fire with water. Also throwing water on electric range (if electric).

   Solution: Use a broiler pan. Turn oven off and smother fire with baking soda or salt.

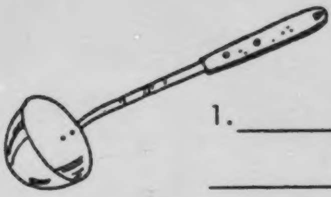
FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 6.1

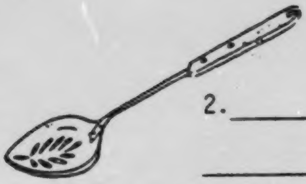
Cooking Utensil Test

Directions: Write the correct name and function for each cookery tool in the space provided to the right of the picture.



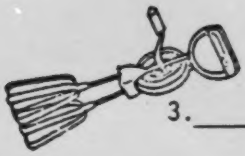
1. ____________________

____



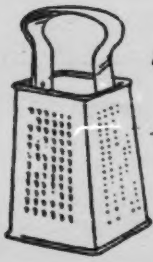
2. ____________________

____



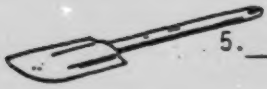
3. ____________________

____



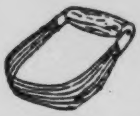
4. ____________________

____



5. ____________________

____



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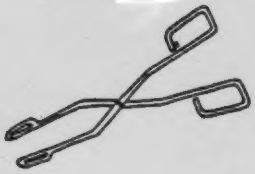

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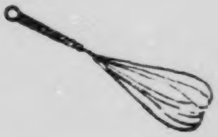

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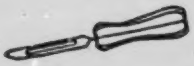

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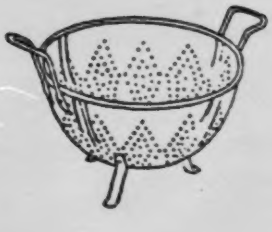

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FOOD AND NUTRITION

CURRICULUM GUIDE

Cooking Utensils Test

Key:

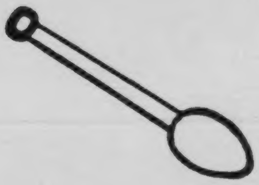
Name of Utensil	Use
1. Ladle	Soups.
2. Slotted Spoon	Lifting food out of liquid.
3. Rotary beater	Icings, eggs, cream.
4. Grater	Grating cheese, vegetables etc. to varying degrees of fineness.
5. Rubber scraper	Cleaning sides of bowls, etc.
6. Pastery blender	Cutting in shortening.
7. Tongs	Lifting vegetables, meats etc. out of liquids or pan. For turning meats without piercing.
8. Wire whisk	Beating air into egg whites.
9. Peeler (swivel blade)	Scraping, peeling vegetables and fruits.
10. Colander	Straining course foods or pureeing vegetables or fruits.

FOOD AND NUTRITION

CURRICULUM GUIDE

Kitchen Utensil Worksheet

Directions: Using reference books, identify the following utensils. List the purpose for which each utensil is used.



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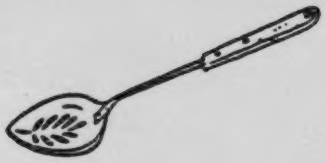

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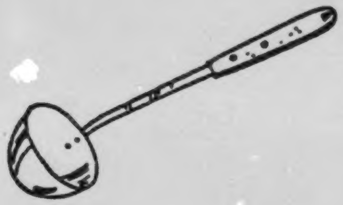

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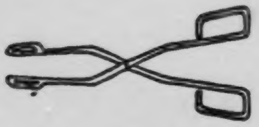

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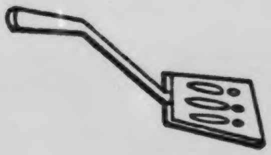

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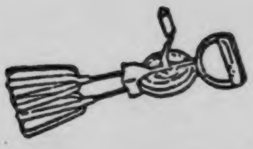

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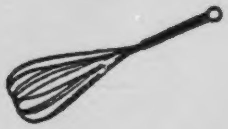

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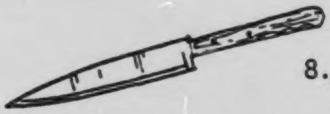

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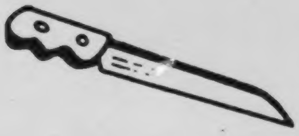

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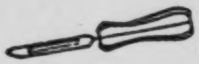

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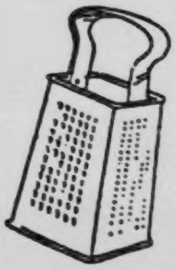

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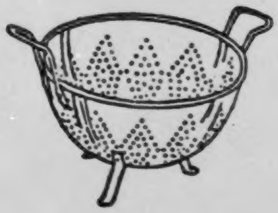

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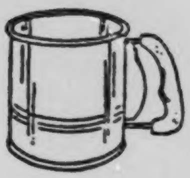
FOOD AND NUTRITION

CURRICULUM GUIDE

Kitchen Utensil Worksheet (con't)



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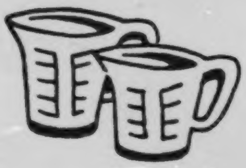

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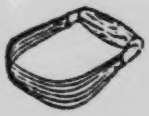

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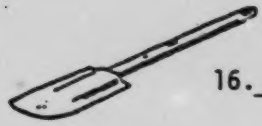

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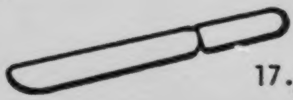

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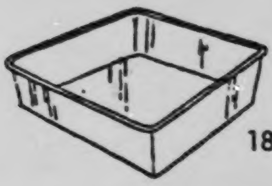

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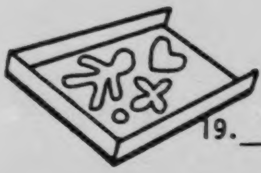

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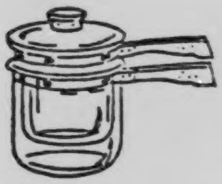

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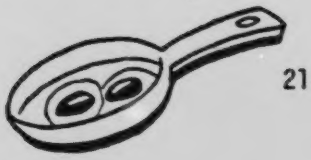

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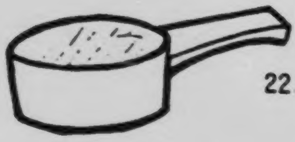

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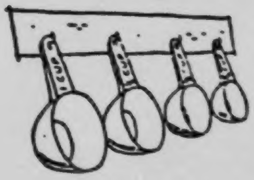

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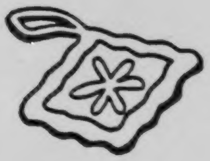

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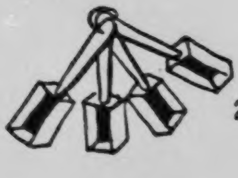

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FOOD AND NUTRITION

CURRICULUM GUIDE

Kitchen - Utensil Worksheet

Key:

1. Wooden Spoon - mixing
2. Slotted Spoon - lifting food out of liquid
3. Ladel - scooping
4. Tongs - lifiting foods out of liquid or pan
5. Pancake Turner - lifting and turning pancakes
6. Rotary Beater - beating icing, eggs, cream
7. Wire Whisk - beating air into egg whites
8. Chef or French Knife - mincing and cutting
9. Bread Knife - slicing bread
10. Vegetable Peeler - scraping, peeling vegetables and fruits
11. Grater - grating foods to varying degrees of fineness
12. Colander - straining coarse foods
13. Flour sifter - sifting flour
14. Liquid Measuring Cup - measuring liquids
15. Pastry Blender - cutting in shortening
16. Rubber Spatula (Scraper) - to scrape out cups
17. Straight Edge Sptaula - leveling measurements
18. Square Cake Pan - baking cakes, bar cookies
19. Cookie sheet - cookies, etc.
20. Double Boiler - custard, sauces, icing
21. Skillet - frying and pan broiling foods
22. Saucepan - cooking foods in liquid
23. Dry Measuring Cups - measuring dry ingredients
24. Potholder - used to remove hot utensils from the oven to top of the stove
25. Measuring Spoons - measuring small quantities of ingredients

IDENTIFYING PROPER TOOLS WORKSHEET

Directions: List the tools recommended for the following preparation:

1. Measure milk
2. Beat egg whites
3. Cut-in shortening (solid)
4. Determine meats doneness
5. Stir a sauce on a hot stove
6. Lifting corn on the cob out of hot water
7. Shread or grate cabbage for slaw
8. Turn pancakes

IDENTIFYING PROPER TOOLS

Key:

1. Liquid measuring cup
2. Rotary beater, wire whip
3. Pastry blender, fork, or two knives
4. Meat thermometer
5. Wooden spoon
6. Tongs, slotted spoon
7. Grater, food processor
8. Spatula, pancake turner

FOOD AND NUTRITION

CURRICULUM GUIDE

Recipe Abbreviations

T. or tbsp. means tablespoon
t. or tsp. means teaspoon
C. stand for cup
oz. stands for ounce

pt. is for pint
qt. is for quart
lb. is for pound
F. G. means a few grains

Common Food Equivalents

Flour - Sifted------------------------4 C = 1 pound
Flour - Sifted - Cake-----------------4 - 3/4 C = 1 pound
Sugar - Granulated--------------------2 - 1/4 C = 1 pound
Sugar - Brown-------------------------2 - 1/4 C = 1 pound
Sugar - Confectioners'----------------3 - 1/2 C = 1 pound
Walnuts - Chopped---------------------1 C = 1/4 pound
Rice----------------------------------2 C = 1 pound
Potatoes------------------------------4 med. = 1 pound
Chocolate - Unsweetened---------------1 Sq - 1 ounce
Lemon---------------------------------1 Med. = 1 T juice
Orange--------------------------------1 Med = 1/3 to 1/2 C
Butter--------------------------------2 C = 1 pound
Evaporated Milk-----------------------1 Can = 1 - 2/3 C
Cheese - Cheddar - Grated-------------4 C = 1 pound
Cheese - Cottage----------------------2 C = 1 pound
Eggs----------------------------------1 Large = 1/4 C
Eggs----------------------------------1 Med. = 3 - 1/2 T

Measurements

WEIGHTS AND MEASURES

3 teaspoons = 1 tablespoon
4 tablespoons = 1/4 cup
5 - 1/3 tablespoons = 1/3 cup
8 tablespoons = 1/2 cup
10 - 2/3 tablespoons = 2/3 cup
12 tablespoons = 3/4 cup
16 tablespoons = 1 cup
1 ounce = 28.35 grams
1 gram = 0.035

1 cup = 8 fluid ounces
1 cup = 1/2 pint
2 cups = 1 pint
4 cups = 1 quart
4 quarters = 1 gallon
8 quarts = 1 peck
4 pecks = 1 bushel
1 quart = 946.4 milliliters
1 liter = 1.06 quarts

CAN SIZES

8 ounce = 1 cup
Picnic = 1 - 1/4 cups or 10 1/2 to 12 ounces
12-oz. vacuum = 1 - 1/2 cups
No. 300 = 1 - 3/4 cups or 14 to 16 ounces
No.303 = 2 cups
No. 2 = 2 - 1/2 cups or 20 ounces
No. 2 - 1/2 = 3 - 1/2 cups or 29 ounces
No. 3 cylinder = 5 - 3/4 cups or 46 fluid ounces
No. 10 = 12 to 13 cups or 6 pounds 8 ounces to 7 pounds 5 ounces
(equal to 7 No. 303 cans or 5 No. 2 cans)

FOOD AND NUTRITION

CURRICULUM GUIDE

MEASURING ACCURATELY

Cooking is an art as well as a science. You will never become a good cook until you have learned to measure correctly. Measurements must be level and exact or your results will vary.

UTENSILS USED IN MEASURING

LIQUID MEASURING CUP - A glass measuring cup which has a rim above the one-cup line and a spout for pouring. A standard measuring cup is the equivalent of 16 tablespoons.

It is marked on one side to read - 1 cup, 3/4 cup, 1/2 cup, 1/4 cup
It is marked on the outer side to read - 1 cup, 2/3 cup, 1/3 cup

DRY MEASURING CUPS - These are usually metal or plastic cups and come in sets of four sizes: 1 cup - 1/2 cup - 1/3 cup and 1/4 cup. They have no rim - the 1 cup line is even with the top. This cup is used for measuring dry ingredients and shortening.

MEASURING SPOONS - These are usually made of metal or plastic and come in sets of four sizes: 1 tablespoon - 1 teaspoon - 1/2 teaspoon and 1/4 teaspoon. They are used for measuring less than 1/4 cup of any ingredient.

SPATULA - This straight-edged, flexible utensil is used for leveling off measuring cups and spoons to obtain an exact measurement.

SUGGESTIONS FOR MEASURING

1. Use level measurements.
2. For liquids, read at eye level.
3. Sift flour before measuring onto a square of waxed paper or a paper towel. After it has been sifted, spoon it lightly into a "dry" measuring cup - heaping it up. Then level off the cup with a spatula. NEVER SHAKE the flour down into the cup.
4. White granulated sugar needs sifting only when it is lumpy. Spoon the sugar into a "dry" measuring cup and level off.
5. Brown sugar should be PACKED into the cup - just enough so that it will hold its shape when taken from the cup. If the sugar happens to be lumpy, roll it out onto waxed paper before measuring.
6. Shortening should be measured at room temperature. It may be measured in either of the following ways.
    a) Using a dry measuring cup, pack it firmly into the cup being careful not to leave any air holes. Level it off with the spatula.
    b) Water Displacement Method: This method uses a glass measuring cup and is satisfactory for measuring amounts less than 1 cup. If the recipe calls for 1/2 cup of shortening, first fill the cup with 1/2 cup of water. Then add enough shortening to bring the water level up to the 1 cup line. Drain off the water.

FOOD AND NUTRITION

CURRICULUM GUIDE

Weights and Measures Worksheet

Directions: Use the information from Measuring Accurately and Recipe Abbreviations, Common Food Equivalents and Measurements to complete following:

1. How many cups are there in one gallon? __________
2. How many T. are there in 1/2 C.? __________
3. How many T. are there in 1/4 C.? __________
4. How many t. are there in 1 C.? __________
5. How many T. are there in 1 pt.? __________
6. How many pts. are there in 1 gal.? __________
7. How many ozs. are there in 1/2 C.? __________
8. How many t. are there in 1/2 T.? __________
9. How many t. are there in 1/3 C? __________
10. How many T. are htere in 1/3 C.? __________
11. How many T. are there in 4 oz? __________

HOW WOULD YOU MEASURE THE FOLLOWING AMOUNTS OF SUGAR?

12 t. ______________________________
3 t. ______________________________
9 t. ______________________________
3/4 C. ______________________________
1/8 C. ______________________________
1/6 C. ______________________________

KNOW HOW TO MEASURE LIQUID AND DRY INGREDIENTS, AS WELL AS SHORTENING!

FOOD AND NUTRITION

CURRICULUM GUIDE

READING A RECIPE

Directions: Read the recipe and answer the questions.

OATMEAL COOKIES

1 cup flour
1 teaspoon baking powder
1/2 teaspoon salt
1/2 teaspoon cinnamon
1/2 teaspoon nutmeg
1 cup brown sugar
1 cup oatmeal, uncooked
1/4 cup vegetable oil
2 tablespoons milk
1 egg
1/2 cup chopped nuts
1/2 cup raisins

1. Preheat oven at 375°F.
2. Combine the flour, baking powder, salt, cinnamon, and nutmeg in a bowl.
3. Add the brown sugar and oatmeal. Mix everything together.
4. Add the vegetable oil, milk, and egg. Mix well.
5. Stir in the nuts and raisins.
6. Grease a cookie sheet.
7. Drop teaspoons of the dough on the cookie sheet. Each teaspoon of dough should be about two inches from the next one.
8. Place in the oven. Bake at 375°F for 10 minutes.
   Makes 3 dozen cookies.

---

1. Write the abbreviations for the underlined words.
2. Make a list of utensils needed to prepare this recipe.
3. To what temperature should oven be preheated?
   Why do we preheat the oven?
4. What baking utensil should be used?
   How should the baking utensil be prepared?
5. How much milk is used in this recipe?
   How is it measured?
6. What kind of sugar is used in this recipe?
   How is it measured?
7. How many cookies does this recipe make?

FOOD AND NUTRITION

CURRICULUM GUIDE

Customary & Metric Muffin Recipe

Customary Muffin Recipe

- 2 cups all purpose flour
- 3 tablespoon sugar
- 1/2 teaspoon salt
- 1 tablespoon baking powder
- 1 cup milk
- 1/4 cup melted shortening or oil

Preheat oven to 400°F. Grease muffin pans. Sift flour, sugar, salt and baking powder into mixing bowl. In small bowl, combine beaten egg, milk and melted shortening; mix well. Make a well in dry ingredients; add liquid ingredients all at once. Stir just until dry ingredients are moistened. Fill muffin cups about two-thirds full. Bake muffins until golden brown, about 20 minutes. Serve immediately. Makes 12 muffins.

Metric Muffin Recipe

- 500 ml all-purpose flour
- 45 ml sugar
- 2 ml salt
- 15 ml baking powder
- 1 egg
- 250 ml milk
- 50 ml melted shortening or oil

Preheat oven to 200°C. Grease muffin pans. Sift flour, sugar, salt and baking powder into mixing bowl. In small bowl, combine beaten egg, milk and melted shortening; mix well. Make a well in dry ingredients; add liquid ingredients all at once. Stir just until dry ingredients are moistened. Fill muffin cups about two-thirds full. Bake muffins until golden brown, about 20 minutes. Serve immediately. Makes 12 muffins.

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 8.1

Draw diagrams of the place settings for each of the menus below. Label the pieces in each diagram.

1. Meatloaf
   Mashed Potatoes
   Green Beans
   Tossed Salad
   Dinner Rolls
   Iced Tea

2. Toast
   Coffee

3. Tomato Soup
   Steak
   French Fries
   Corn
   Three Bean Salad
   Dinner Rolls
   Fruit Punch

4. Chicken Soup
   Hot Dogs and Beans
   Chocolate Milk

5. Orange Juice
   Scrambled Eggs
   Bacon
   Hash Browns
   Milk
   Coffee

6. Spaghetti
   Garlic Bread
   Tossed Salad
   Grape Juice
   Chocolate Cake

7. Milk
   Rice Krispies
   Hot Tea

8. Roast Beef Sandwich
   Lettuce Salad
   Onion Rings
   Soda
   Brownie Sundae

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 8.1

OBSERVER CHECKLIST

	ACCEPTABLE	UNACCEPTABLE
TABLE SETTING APPROPRIATE TO MEAL SERVED		
TYPE OF SERVICE APPROPRIATE FOR MEAL SERVED		
STUDENT DEMONSTRATES PROPER TECHNIQUES OF SERVING		
STUDENT DEMONSTRATES ACCEPTABLE TABLE MANNERS		
TEACHER COMMENTS:		

FOOD AND NUTRITION

CURRICULUM GUIDE

Table Service Study Guide

Types

1. Plate Service - When you serve the food on individual plates in kitchen and then set the filled plates on the table before you announce the meal. Very quick. (Blue Plate)

2. Country Service (Family Service) - Serving dishes are on the table and are passed so that each member can serve himself. Dessert is brought to the table by a family member at the end of the main course.

3. Modified English Service - Food brought to the table in serving dishes: served at the table by the host and hostess.
   Host - Carves meat and serves plates
   Hostess - Serves salad, beverage and dessert.
   The meat platter is on the table in front of the host and the vegetable dish is to the right or left of him. After the host serves a plate, it is passed to the hostess, and then to the remaining guest. Hostess begins eating first while others follow. All other accompaniments are passed. One course is served at a time and table is cleared before dessert is served.

4. Buffet Service - The food dishes are placed on a large table or buffet with the plates first, then the entree, vegetables, salad, relishes, rolls, butter, beverage and silver. Dessert is placed on a smaller separate table or at the dining places. Best for foods that stay hot for some time.

5. Formal Service (Continental or Russian) - All foods are served from the kitchen by a waiter or waitress.

FOOD AND NUTRITION

CURRICULUM GUIDE

Appropriate Table Manners Worksheet

Directions: The column on the left lists rules for table manners. For every rule listed on the left, give a logical reason for the rule in the column on the right.

Rule	Reason for Rule
1. Don't talk with mouth full.	
2. Don't reach across the table.	
3. Don't leave spoon in coffee cup.	
4. Don't drink with mouth full.	
5. Put napkin on lap before eating.	
6. Don't pick teeth at the table.	
7. When finished eating, put knife and fork in the center of plate.	
8. Don't slurp soup or smack lips when eating.	
9. Wash hands before eating.	
10. Don't put knife in mouth.	
11. Sit up straight at the table.	
12. Don't eat fast.	
13. Use the serving spoon or fork to serve food.	
14. Other	

FOOD AND NUTRITION

CURRICULUM GUIDE

SEASONAL CALENDAR FOR SELECTED FRESH PRODUCE

Directions: Complete for your locale by checking under A or S. A = Abundant; S = Scarce.

	Fall		Winter		Spring		Summer	
	A	S	A	S	A	S	A	S
Apples								
Bananas								
Broccoli								
Cabbage								
Canteloupe								
Carrots								
Collards								
Corn								
Cucumbers								
Grapefruit								
Green Beans								
Kale								
Lettuce								
Oranges								
Peas								
Potatoes, sweet								
Potatoes, white								
Squash								
Tomatoes								
Turnip greens								
Watermelons								

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FOOD AND NUTRITION

CURRICULUM GUIDE

FOOD SELECTION & STORAGE CHART

Directions: Complete the following chart by listing criteria for the selection of each of the goods and points to remember when storing that food.

FOOD ITEM	SELECTION CRITERIA	STORAGE TECHNIQUES
1. Fresh Mushrooms		
2. Eggs		
3. Bananas		
4. Chicken		
5. Lettuce		

FOOD AND NUTRITION

CURRICULUM GUIDE

FOOD SELECTION & STORAGE CHART (con't.)

FOOD ITEM	SELECTION CRITERIA	STORAGE TECHNIQUES
6. Bread		
7. Milk		
8. Canned Peaches		
9. Fresh Fish		
10. Frozen Pizza		

FOOD AND NUTRITION

CURRICULUM GUIDE

FOOD SELECTION & STORAGE CHART

KEY:

FOOD ITEM	SELECTION CRITERIA	STORAGE TECHNIQUES
1. Fresh Mushrooms	Minumum of brown spots Creamy white in appearance, firm	Do not wash, store in cool, dark place
2. Eggs	Check expiration date, Check for cracked shells	Refrigerate, store in original carton
3. Bananas	Avoid brown spots (bruises) Not too ripe	Do not refrigerate
4. Chicken	Stored below refrigeration line in meat counter Make sure not frozen Skin should be yellowish in color	If not used immediately freeze Re-wrap & refrigerate
5. Lettuce	Firm Minimum amount of brown leaves	Use as soon after purchase as possible Store in a covered container Tear, don't cut leaves for use

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FOOD SELECTION & STORAGE CHART (con't.)

KEY:

FOOD ITEM	SELECTION CRITERIA	STORAGE TECHNIQUES
6. Bread	Check freshness date Check that package is not damaged	Cool-dry place
7. Milk	Check expiration date	Refrigerate
8. Canned Peaches	Avoid bulging or dented cans	Store in cool-dry place After opening remove from can and refrigerate
9. Fresh Fish	Check that it has not been frozen Mild odor Dressed fish - eyes should be clear	Wrap in wax paper or foil and store in coldest part of refrigerator If not used right away, wrap in moisture proof wrap and freeze
10. Frozen Pizza	Stored in freezer below freezer line Check to make sure frozen solid Check to see that package is not damaged	Keep frozen until ready to use

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Keeping Fit Activity Sheet

1. Choose one of the following persons and carry out activities 2 through 4 to help those individuals be physically fit as a result of well planned food intake.

   Person 1: Jim Boles, 19 years old, attends Community College as a full time student and has a part time job as a salesperson in a bicycle shop. He is approximately five pounds overweight.

   Person 2: Betty Wolfe, 17 years old, is a senior in high school. She is on the basketball team. She is ten pounds underweight.

   Person 3: Mary White, 25 years old, is the mother of twin boys age 2½ and is a full time homemaker. Mary's doctor has told her to limit the salt intake in her diet.

2. Plan three balanced meals for the person you have selected. Include the type of food (ex.: cottage cheese, cream cheese), how the food will be prepared (ex.: broiled, baked, fresh), and the size of serving.

3. List the Four Basic Food Groups and categorize the foods from each meal in the appropriate food group.

FOOD GROUPS	MEAL 1	MEAL 2	MEAL 3

4. Examine the three meals and the snack list below and make additions and/or deletions to make each meal appropriate for the person you selected.

Meal 1

Cream Cheese on Date Nut Bread
Carrot Sticks
Fresh Peaches

Meal 2

Fried Haddock
Cole Slaw
Baking Powder Biscuits
Cold Drink

Meal 3

Meat Loaf
Stewed Tomatoes
Green Beans
Chocolate Ice Cream

Meal 4

Potato Chips
Apple
Carrot Sticks
Milk Shake
Cole Drinks

Menu Worksheet

Directions: Use food models to illustrate the menus on this Menu Worksheet. Evaluate each menu for color, texture, temperature, flavor and shape. After discussing your evaluation, make appropriate changes to improve the menus.

Baked Perch
Mashed Potatoes   Cauliflower
Canned Pear Halves
Angel Food Cake
Milk

Stewed Beef
Harvard Beets   Diced Carrots
Canned Fruit Cocktail
Milk

Hamburger
Spinach   Broccoli
Devil's Food Cake
Chocolate Milk

Beef Patty
Boiled Onions   Whole Potatoes
Pear & Cottage Cheese Salad
Milk

Hard Cooked Eggs
Dried Lima Beans   Sliced Swiss Cheese
Bread & Butter
Vanilla Custard
Milk

Cottage Cheese & Lettuce Salad
Orange Cake & Sherbert
Milk

Apple Juice
Clam Chowder
Prune Whip
Milk

Grilled Hamburger
Black Eyed Peas   Baked Potato
Chocolate Ice Cream on Brownie
Coffee

Transparency

MENU PLANNING PRINCIPLES

VARIETY

COLOR

FLAVOR

TEXTURE

FORM OR SHAPE

TEMPERATURE

BALANCE

FOOD AND NUTRITION
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Teaching Episode Sheet
Application of Menu Planning Principles

Directions: In groups, select an activity to teach the class one menu planning principle.

Variety

1. Use pictures to show examples of menus which lack variety, i.e. all the foods prepared in similar manner, all foods of one texture, same food prepared by different methods.
2. Demonstrate methods used to achieve variety such as (a) use different preparation methods, (b) use different methods of service, (c) serve a different food, and (d) use garnishes to add variety.
3. Reorganize selected menu patterns to add variety.

Color

1. Show pictures of meals of similar colors.
2. Discuss how color affects appetite.
3. Discuss the psychological effect that color can have on food. Illustrate by coloring a common food an unusual color: blue chicken sauce, purple lemon chiffon pie.

Flavor

1. Discuss taste as it relates to smell, individual differences, concentration and combination of flavors and how they affect taste, and tactile response to taste.
2. Demonstrate the ability to taste different items by:
    a. placing a drop of lemon juice (sour) on the middle of tongue and at other locations to compare intensity.
    b. tasting an extremely sweet or salty concentration.
    c. biting an uncrisp cracker.
3. Discuss the effect that a burnt food odor or too salty food might have on a guest's enjoyment of the entire meal.

Texture

1. Discuss the need for a variety of textures and consistencies in a meal.
2. Show ways to create texture balance in meals. Example: foods which are chewy, hard, crisp, and/or soft.
3. Give examples of good and poor combinations of foods.

Teaching Episode Sheet
Application of Menu Planning Principles
(continued)

Form and Shape

1. Use models or actual foods to show examples of flat, uninteresting meals.

2. Use foods of different shapes to improve appearance of the meal.

Temperature

1. Discuss the place of hot and cold foods in meals. Emphasize that usually at least one hot and cold food is included in a meal and that hot foods should be served hot and cold foods should be served cold.

2. Discuss how serving food at a nontraditional temperature may add interest to a meal, i.e. vichyssoise.

Balance

1. Discuss the importance of using the Basic Four Food Groups for meal planning.

2. Use food models to demonstrate nutritionally balanced meals.

Guidelines for Managing Human Resources

1. Increased knowledge of the task permits an increase in the efficiency of the task performance. As one repeats a task, one's experience strengthens the skill in performing the task; increased skill in performing the task increases the efficiency of the task performance.

2. Whether standing, sitting, walking or bending, good posture lessens the energy required to perform a task and prevents fatigue.

3. Try to use both hands for a task whenever possible and balance the movements of the hands by using motions that are opposite in direction. The two hands should begin as well as complete their motions at the same time, the two hands never being idle at the same time except during rest period.

4. Properly spaced rest periods increase the amount of work accomplished and reduce fatigue.

5. Situations where one has to look quickly back and forth a great many times increases one's fatigue, so avoid the situations and rest your eyes occasionally by closing them.

6. If one performs at a moderately steady pace, one can operate efficiently for a longer period than if one rushed about.

7. Rhythm is essential to the smooth and automatic performance of a task. Let the weight of the tools or equipment do part of the work and relieve one's muscular effort.

8. Momentum can be used to hinder or speed the completion of a task. Let the weight of the tools or equipment do part of the work and relieve one's muscular effort.

9. Planned participation of other members of the household in various tasks can save time and energy and increase interest in meal management.

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Guidelines for Managing Nonhuman Resources

1. Efficient arrangement of the major equipment and working area lessens the energy required to perform a task.

2. The work area should be divided into work centers so all the tools and equipment needed in each center are kept at the place where the job is done and are within reach.

3. Work surfaces of comfortable heights and widths enable one to work more efficiently. If one works at heights that are too low or too high, muscles other than those required for the actual task are made to work unnecessarily to hold one's body in the strained position.

4. A comfortable chair or stool can permit one to perform a task more efficiently.

5. Tools and equipment storage can help or hinder the task performance. The tools should be sorted in a definite and fixed place and in the place of first use so the homemaker spends less time in securing the needed materials.

6. If the tools or equipment are not within easy reach, one puts extra strain on one's muscles reaching too far forward and strains the muscles to work unnecessarily.

7. Items of the same size should be stored only one layer deep to save time when locating a desired item; also, revolving shelves saves one's energy and time in finding a desired item.

8. When performing a task, the materials and tools should be arranged to permit the best sequence of motions.

9. The nature of the equipment and tools can enable one to more efficiently perform a task; for example, a sharp knife can reduce the time a dull knife requires in performing a task.

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Evaluation Device for T.P.O. 11.1
Substitute and Save

Directions: Below are three days menus for a family consisting of a mother, father, one pre schooler, and one teen.

1. On a separate piece of paper write out a shopping list for these menus, assuming only staples (flour, sugar, oil, etc.) are on hand. Organize your shopping list according to the following categories: dairy, meat, fruit and vegetables, canned goods, frozen foods, miscellaneous.

2. Visit a neighborhood store and learn the price for each item on your list. Add up the prices and write down your total.

3. Answer the questions at the bottom of the page.

SUNDAY	MONDAY	TUESDAY
Grapefruit Halves French Toast, Syrup Milk, Coffee	Orange Juice Assorted Cereals Milk, Tea	Tomato Juice Assorted Cereals Milk, Coffee
Cheese, Lettuce, and Tomato Sandwiches Potato Sticks Milk	Tuna Sandwiches Celery Sticks Fruited Gelatin Milk	Corn Chowder Cream Cheese on Nut Bread Fresh Melon Fruit Juice
Pork Roast Baked Potatoes Sauerkraut Fresh Asparagus Cherry Pie Milk, Coffee	Eggplant Parmigiana Spinach Salad Garlic Bread Assorted Fresh Fruit Milk, Coffee	Broiled Fillet of Sole Rice Frozen Peas Tossed Green Salad Ice Cream Milk, Coffee
Snacks: Diet and Regular Soft Drinks, Fruit Juices, Iced Tea Mix, Yogurt, Cheddar Cheese, Ice Cream, Pretzels, Crackers, Refrigerator Cookies		

A. If a family's food budget had to be cut by 5% to meet a minor financial emergency, what changes could they make in their menu plan that would reduce their food spending by 5%? Would these changes alter the nutritional adequacy of the diet? If so, how?

B. If a family's food budget had to be cut by 35% to meet a major financial emergency, what changes could they make in their menu plan? Would these changes alter the nutritional adequacy of the diet? If so, how?

FOOD AND NUTRITION
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Foods and Economic Worksheet

Directions: For each of the following fresh foods describe the factors such as season, geographical location, weather conditions, holidays, cultural traditions, distribution, etc. which have affected the current cost of that food in your community.

FRESH FOODS	DESCRIPTION OF FACTORS AFFECTING COST
Oranges	
Tomatoes	
Corn	
Cranberries	
Strawberries	
Lettuce	
Red Snapper	
Shrimp	
Chicken	
Turkey	

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Pre-Shopping Practice Checklist

Directions: Please check appropriate column indicating the degree to which the practices are used.

Practices	Always	Sometimes	Never
1. Write menus for which shopping is to be done.			
2. Check newspapers for sales and special buys.			
3. Take inventory of food available in cupboard, refrigerator and freezer, etc.			
4. Write a shopping list.			
5. Arrange shopping list for convenience.			
6. Check coupons and/or stamps if available for savings.			
7. Other			
8. Comments or problems when planning to shop:			

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To Be or Not To Be: A Bargain!

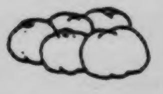
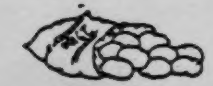
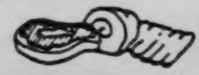
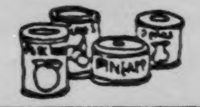
Directions: Given six general rules for evaluating whether a sale is really a savings, explain why each sale illustrated below might not be a bargain.

Rules:

To Get The Best Deal on Food -

1. Buy only as much fresh produce as you can use very soon.
2. Weigh time against cost in convenience foods.
3. Allow for waste in figuring meat costs.
4. Buy only what you can store properly.
5. Buy the larger size of eggs if price difference in 7 cents or less.
6. Figure out unit prices and watch for math errors.

SALES

1. VERY RIPE TOMATOES 3 lbs.(13.5 kg)/59¢ 	2. IDAHO POTATOES 25 lb. (112.5kg)bag BUY BIG AND SAVE 49¢/pound 	3. 10¢ OFF COUPON Scalloped Potato Mix
4. SAVE ON JUMBO EGGS --MANY WITH DOUBLE YOLKS! Jumbos 89¢/dozen Large 85¢/dozen Medium 79¢/dozen 	5. SALE Whole Side of Beef 50¢/pound (4.5 kg) Steaks! Roasts! Pre-packed for freezer 	6. SPECIAL PURCHASE Assorted Canned Fruit 20¢ each or 4 for $1 

To Be Or Not To Be: A Bargain

Key:

1. Too perishable - not a bargain unless you can use immediatly.
2. Not for small families or families with limited storage.
3. Probably more costly and not as tasty as home-made - how valuable is your time?
4. Too large for some recipes, too high in cholesterol for some diets.
5. Only for big freezers, for beef - eaters who like to eat all cuts.
6. Buy four and lose 20¢, mathematical error.

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Food Label Check List

Directions: For each food product label, check yes if the label contains the information. Check no if the label does not contain the information.

Information	Yes	No
1. Legal, usual or common name of the food (i.e.sweet corn) in clearly printed type.		
2. Variety style and packing medium given in connection with the name of the food. ex. whole kernal sweet corn or creamed style sweet corn.		
3. Net quanity of the container weight ounces, pounds, pints or quarts.		
4. List of ingredients, in descending order of their predominance.		
5. List of additives, if any.		
6. List of dietary properties ex. salt free.		
7. Name, address & zip code of the manufacturers or distributors.		
8. All information must be in English.		
9. If product is below quality standard set by F.D.A., it must be stated on the label.		

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Glossary for Consumers

Additive - An ingredient put into food which may add color, flavor, texture or nutrients or act as a preservative.

Federal Trade Commision (FTC) - A U.S. Government Agency that watches over advertising and other business procedures to protect consumers.

Food and Drug Administration (FDA) - A Federal Agency that watches over and maintains standards of safety and quality in the food industry.

Fortified - Processed food that has had extra nutrients (that may not have been in the unprocessed food) added to it.

Generic Brand - A brand of food with a plain label that gives only the product name and information required by law.

Grading - Rating an item according to a set of established standards. Foods such as meat, poultry and eggs are graded.

National Brand - A brand of food found for sale across the country.

Net Weight - The weight of packaged food without the package.

Open Dating - A date appearing on a packaged food, which can be easily read and understood. These are usually found on perishable products such as eggs, dairy foods, bakery goods, and refrigerated doughs. The date tells how long the food will be good.

Private Label Brand - A brand of food that carries the name of a supermarket chain and is sold only in those supermarkets.

Real Seal - Indicates that a product is a real or true dairy product.

Unit Pricing - The cost per ounce, item or other conventional unit.

Universal Product Code (UPC) - A series of lines, bars, and numbers that contain information about a product and its manufacturer. It is used by the retailer for product inventory and pricing products and is used with computerized checkout counters.

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Functions of Advertising

Promotes:

1. Acceptance and use of products not yet widely used.
2. Encourages greater use of products already widely used.
3. Promotes acceptance of a product by consumers who have not used it.
4. Provides information on personal benefits and satisfaction resulting from use of the product.
5. Informs prospective consumer regarding uses of a product.
6. Provides information concerning the merits of a particular brand or make.
7. Informs consumer about new products and developments.
8. Builds consumer preference for a particular brand of product.
9. Establishes a trade name, slogan or product image.
10. Promotes the use of one class of product such as margarine instead of butter.

Bulletin Board

RECIPE FOR A SMART CONSUMER

1. PREPLAN
2. KNOW WHERE TO SHOP
3. KNOW WHEN TO SHOP
4. READ THE PACKAGE
5. DON'T BE FOOLED BY ADVERTISING

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MULTI CULTURAL INFLUENCES FROM MAJOR COUNTRIES IN FOOD CUSTOMS IN THE UNITED STATES

- I. Northeast - Pennsylvania Dutch, English, and Italian Influence
  - A. Sho'fly pie and scrappel, waffles, apple butter, chicken corn soup
  - B. Sea foods, oyster stews
  - C. Johnny or cornmeal cakes, baked beans, succotash, baked corn pudding
  - D. Maple sugar syrup and molasses
  - E. Spaghetti, ravioli, and macaroni

- II. South - Spanish, French, American Negro, and Indian Influence
  - A. Creole cooking in Louisiana
    - --Highly seasoned meats, sea foods, vegetables, herbs and spices
    - --Gumbo (okra seeds brought by Negros from Africa) which used powdered sassafras "file" with chicken mixture
  - B. Fruits and spices from West Indies
    - --Papayas, mangoes, bananas, avacados, figs, kumquats, ginger, cactus fruits, cherries
  - C. Vegetables from islands
    - --Garlic, peppers, squash, breadfruit, egg plants, and cassava
  - D. Hushpuppies

- III. Middle West - Scandinavian, German, Irish, and English Influence
  - A. Milk, meat, eggs, and wheat were produced and used in abundance
    - --Germans - sauerkraut, apple cake, cheese cake, many kinds of cheese, hamburgers, weiners, and pumpernicle bread
    - --Scandinavians - herring, dried cod, Swedish rye bread (limpa), Danish pastry, rich butter cookies, Swedish meat balls, fruit soup
    - --Irish - potatoes

- IV. Southwest - Spanish and Mexican Influence
  - A. Tamales, enchiladas, chili con carni, tacos

- V. Far West - Spanish, Mexican, Chinese, Japanese, and Pacific Island Influence
  - A. Sea foods, grapes, tropical fruits
  - B. Chinese settlers introduced fluffy rice
  - C. Japanese introduced sukiyaki, egg foo yong
  - D. Polynesian dishes introduced to America

- VI. Alaska - Russian and Eskimo Influence
  - A. Salmon and other fish

- VII. Hawaii - Polynesian, Spanish, Japanese, and Other Influence
  - A. Pineapple brought to Hawaii by Spanish immigrants (1791)
  - B. Luau - Pork wrapped in ti plant leaves and baked in pit with a seaweed. Served with pineapple, coconut, papaya

MULTICULTURAL FOOD TERMS

Italian

Al Dente: describes manner of cooking pasta so it will have a slight resistance to the teeth.

Antipasto: appetizer

Cappucino: espresso coffee, served with hot milk, and stirred with a cinnamon stick to flavor it.

Pasta: noodle-like pastes and doughs available in many shapes and sizes

Risoto: rice browned in butter, flavored with parmesan cheese and saffron

French

Au Gratin: adjective for dishes sprinkled with cheese and bread crumbs and then baked

Au Jus: served with natural juices, especially beef

Crepe: thin pancake, filled with sweet or savory mixtures. May be a dessert appetizer or main course.

Escargot: snails

Pate: any combination of ground meats, often combined with wine, fat or truffles then seasoned and baked served as hors d' oeuvre

Petit four: any rich and decoratively iced cookies and individual cakes

Pot au few: thick rich stew of meat and vegetables

Quiche: pastry with savory custard filling combined with any variety of ingredients

Truffle: rare and expensive underground fungi regarded as quite a delicacy

Jewish

Blintz: thin pancake folded around any variety of fillings then fried

Matzo: unleavened bread

Greek

Dolma: any stuffed vegetable or vegetable leaves served hot or chilled

Kebab: small cubes of marinated meats or vegetables put onto skewers and grilled

MULTICULTURAL FOOD TERMS (con't.)

Phyllo: tissue thin layers of flaky pastry used in appetizers, entree and dessert

Pilaf: rice with various combinations of ingredients and spices

Mexican

Enchilada: rolled tortilla with cheese or meat filling and hot chili sauce on it

Frijoles refritos: beans which are cooked with various flavorings then mashed and refried

Chinese

Foo yong: eggs with fish, meat or vegetables rather like a souffle or an omelet

Won ton: dough filled with meat and vegetable mixtures which is either steamed, deep fried or boiled as in won ton soup

Japanese

Hibachi: small cast iron grill for outdoor charcoal cooking

Shoyu: soy sauce

Sukiyaki: a dish of thinly sliced beef, vegetables mushrooms and soy sauce that is sauteed at table

Tempura: seafood and vegetables that are batter dipped and then deep fried

Teriyaki: meats, poultry or fish marinated in soy sauce and spices that is broiled or grilled on skewers

Irish

Irish Coffee: strong concoction of black coffee, sugar, Irish Whiskey, topped with a dollop of whipped cream

German

Lebkuchen: gingerbread and spice cakes

Hawaiian

Luau: dinner feast with entertainment, featuring Hawaiian foods

Poi: boiled and pounded taro root which is fermented to a sticky paste and eaten with the fingers

MULTICULTURAL FOOD TERMS (con't.)

Spanish

Paella: famous and elaborate dish of saffron rice and any preferred combination of seafoods, chicken, sausage, vegetables and seasoning

Russian

Pashka: traditional Easter dessert of sweetened milk curds, candied fruits, almonds, and raisins

Smetana: sour cream

Swedish

Smorgasbord: buffet of pickles and smoked fish, as well as cheese, casseroles, meatballs, breads and salads

English

Trifle: popular national dessert of cakes and cookies dipped in brandy then toped with jam, custard, and whipped cream

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POST-SECONDARY LEVEL

POST-SECONDARY LEVEL
Concepts and Subconcepts

1.0 Nutrients Needed for Good Health

- 1.A Protein
- 1.B Lipids
- 1.C Carbohydrates
- 1.D Fat Soluble Vitamins
- 1.E Water Soluble Vitamins
- 1.F Minerals
- 1.G Water

2.0 Factors Affecting Food Choices

- 2.A Social
- 2.B Psychological
- 2.C Economic
- 2.D Physiological

3.0 Fads, Fallacies and Facts

- 3.A Cultural Folklore
- 3.B Diets
- 3.C Supplements

4.0 Nutritive Process

- 4.A Ingestion
- 4.B Digestion
- 4.C Absorption
- 4.D Transportation
- 4.E Utilization
- 4.F Excretion
- 4.G Respiration
- 4.H Energy

5.0 Nutrients Needed Through the Life Cycle

- 5.A Pregnancy and Lactation
- 5.B Infancy
- 5.C Early Childhood
- 5.D Middle and Later Childhood
- 5.E Adolescence
- 5.F Adulthood
- 5.G Later Adulthood

6.0 Special Needs in Nutrition

- 6.A Diabetes
- 6.B Anemias
- 6.C Weight Control
- 6.D Anorexia Nervosa
- 6.E Cardiovascular Conditions
- 6.F Vegetarianism
- 6.G Athlete's Needs

7.0 Current Controversies in Nutrition

- 7.A Hyperactivity
- 7.B Cholesterol Issue
- 7.C U.S. Dietary Goals
- 7.D Additives

8.0 Consumer Rights and Responsibilities

- 8.A Consumer Legislation
- 8.B Federal, State and Local Consumer Protection Agencies

9.0 Food Purchasing

- 9.A Labeling
- 9.B Comparison Shopping
- 9.C Advertising
- 9.D Unit Pricing

10.0 Selection, Use and Care of Equipment

11.0 Sanitation and Safety

- 11.A Sanitation in Food Handling
- 11.B Physical Conditions
- 11.C Food Storage
- 11.D Temperature

POST-SECONDARY LEVEL
Concepts and Subconcepts

12.0 Selection of Foods

- 12.A Factors to Consider
- 12.B Milk and Dairy
- 12.C Meat, Fish, Poultry
- 12.D Fruits and Vegetables
- 12.E Grains

13.0 Principles of Food Preparation

- 13.A Milk and Dairy Products
- 13.B Grains
- 13.C Fruits and Vegetables
- 13.D Salads and Salad Dressing
- 13.E Meat, Fish, Poultry and Eggs
- 13.F Beverages

14.0 Preservation of Food

- 14.1 Factors Affecting Decision To Do Home Food Preservation
- 14.B Methods of Food Preservation
- 14.C Causes of Food Spoilage In Home Food Preservation
- 14.D Equipment and Materials Needed

15.0 Factors Which Influence Meal Planning and Preparation

- 15.A Economic
- 15.B Cultural/Ethnic
- 15.C Psychological
- 15.D Resources
- 15.E Nutritional Balance

16.0 Meal Service

- 16.A Types
- 16.B Atmosphere
- 16.C Appointments
- 16.D Etiquette

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
1.0 Nutrients Needed for Good Health	Comp. 1.1 Recognizes the functions and sources of nutrients.
1.A Proteins 1.B Lipids 1.C Carbohydrates 1.D Fat soluble vitamins 1.E Water soluble vitamins 1.F Minerals 1.G Water	TPO 1.1 Given a list of nutrients, and a list of functions and sources, match the nutrients to their functions and sources with 80% accuracy.

POST-SECONDARY LEVEL

Learning Activities for 1.0	Resources
View filmstrips relating to each class of nutrients. Discuss sources of nutrients, the body's use of nutrients and the chemical make-up of nutrients.	Filmstrips: Proteins, Body Building Blocks The Fats Energy and Carbohydrates Fat Soluble Vitamins --Body Regulators Water Soluble Vitamins Water and Minerals
View and discuss nutritive content of foods from food composition charts.	Chart: Food Composition
Complete chart on nutrients, their sources and their functions.	Appendix: P-387 Nutrient Source and Function Chart
Complete worksheets on nutrients and their functions.	Appendix: P-388-393 Nutrients and Major Functions Protein -- Body Regulators and their Functions Lipids and Their Functions Carbohydrates and Their Functions Major Vitamins and Their Functions Major Minerals and Their Functions
Complete worksheets on nutrients and their food sources.	Appendix: P-394-397 Nutrients and Major Food Sources Biological Classification of Proteins and Their Food Sources Carbohydrates and Food Sources Lipids and Food Sources
Complete worksheets on nutrients and their food sources.	Appendix: P-398-399 Major Vitamins and Food Sources Major Minerals and Food Sources
Plan, prepare and assemble a display using food models to illustrate the six classes of nutrients and examples of major foods in each class.	Food Models

POST-SECONDARY LEVEL

Concepts and Subconcepts

1.0 Nutrients Needed for Good Health

- 1.A Proteins
- 1.B Lipids
- 1.C Carbohydrates
- 1.D Fat soluble vitamins
- 1.E Water soluble vitamins
- 1.F Minerals
- 1.G Water

Competencies and Terminal Performance Obejctives

Comp. 1.2 Analyzes food intake and calories in relation to individual nutritional requirements.

TPO 1.2 Given menus for one day and a Basic Four checksheet, analyze the menus to determine whether or not they meet Basic Four requirements, with 80% accuracy.

TPO 1.2 Given the RDA, the age, height, weight, sex and amount of activity of a specific person, determine nutritional needs with 100% accuracy.

TPO 1.2 Given the age, height, weight, sex and amount of activity of a specific person, determine needs for calories.

TPO 1.2 Given a description of a person, and the food intake for 24 hours, analyze the food intake by RDA standards. Make recommendations to improve diet.

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POST-SECONDARY LEVEL

Learning Activities for 1.0	Resources
	Books: Hillera. Insturctor's Manual and Transparency Masters for Whitney and Hamilton's Understanding Nutrition
Complete test for each nutrient.	Pearlman, Lewis, Hatcock, Instructor's Manual and Test Item File of Nutrition in Perspective
Display and discuss a Basic Four Food chart. Evaluate foods as related to this chart.	
View and discuss filmstrip, Food for Life.	Filmstrip: Food for Life
Complete worksheet on the Basic Four.	Appendix: P-400 Basic Four Food Group Worksheet
Study and discuss references on food values.	Book: Church and Church, Food Values of Portions Commonly Used
Analyze sample menus for nutritional composition. Compare with Department of Agriculture Recommended Dietary Allowance (RDA) by completing the 24 Hour Intake Chart.	Appendix: P-401 Sample Menus Appendix: P-402 24 Hour Intake Chart
Complete chart on personal nutritional needs.	Appendix: P-403-404 Determination of Personal Nutritional Needs Worksheet
Discuss factors which help determine the body's need for energy.	
Discuss the relationship between diet and energy.	
Discuss the concept of energy balance and its relationship to weight control.	Book: Mayer, Overweight, Causes Cost and Control
Define the term "calorie".	
Complete worksheet on daily energy needs.	Appendix: P-404-407 Determination of Daily Energy Needs Worksheet

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
2.0 Factors Affecting Food Choices.	Comp. 2.1 Analyzes factors affecting food choices.
2.A Social 2.B Psychological 2.C Economic 2.D Physiological	TPO 2.1 List and explain 3 social, 3 psychological, 3 economical and 3 physiological factors that would affect food choices with 100% accuracy.
3.0 Fads, Fallacies and Facts	Comp. 3.1 Distinguishes food fads and fallacies from facts.
3.A Cultural Folklore 3.B Diets 3.C Supplements	TPO 3.1 Given a list of ten statements of cultural folklore and/or facts, identify those based on scientific facts, fads or fallacies, with 90% accuracy.
	TPO 3.1 Given a fad diet, low calorie RDA diet, compare nutrient content of the two with 80% accuracy.

POST-SECONDARY LEVEL

Learning Activities for 2.0	Resources
View and discuss filmstrips to determine reasons other than nutritional needs which affect food choices.	Filmstrip: *Social Aspects of Nutrition* *Why People Eat What They Do*
Read and discuss resources on the problems of food choices.	Book: Hamilton and Whitney, *Nutrition Concepts and Controversies*
Listen to a panel discuss current social, psychological, economic and physiological factors influencing food practices.	Resource Persons: Media Specialist, M.D., Economist
Complete worksheet on eating habits and discuss the implications of tabulated responses.	Appendix: P-408 *Eating Habits Worksheet*
Read resources on behavioral change and discuss information in relation to eating habits.	Book: Gifft, *Nutrition Behavior and Change*

Learning Activities for 3.0	
Define "fad", "fallacy" and "fact".	Dictionary
View and discuss filmstrip and TV cassette relating to food fads, fallacies and facts.	Filmstrip: *Nutrition: Foods, Fads, Fraud, Facts* TV Cassette: *Nutrition and Fad Diets*
Read and discuss materials distributed by the Food and Drug Administration related to food facts and fallacies.	Pamphlets: *Some Facts & Myths About Vitamins* *The Confusing World of Health Foods* *Vitamins : Miracle or Myth*

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
3.0 Fads, Fallacies and Facts 3.A Cultural Folklore 3.B Diets 3.C Supplements	Comp. 3.1 Distinguishes food fads and fallacies from facts. TPO 3.1 Given a list of ten statements of cultural folklore and/or facts, identify those based on scientific facts, fads or fallacies, with 90% accuracy. TPO 3.1 Given a fad diet, low calorie RDA diet, compare nutrient content of the two with 80% accuracy.
4.0 Nutritive Process 4.A Ingestion 4.B Digestion 4.C Absorption 4.D Transportation 4.E Utilization 4.F Excretion 4.G Respiration 4.H Energy	Comp. 4.1 Comprehends the metabolic process. TPO 4.1 Given a list of metabolic phases, explain each process with 80% accuracy. TPO 4.1 Given a diagram of the digestive system, name each part and list the major digestive actions which occur in each, with 80% accuracy. Use Evaluation Device in Appendix P-413.

POST-SECONDARY LEVEL

Learning Activities for 3.0	Resources
Discuss ways fads, fallacies and facts relate to a person's daily food intake.	Book: Herbert, Nutrition Cultism: Facts and Fictions
Complete worksheet on fallacies and facts and discuss origins of fallacies.	Appendix: P-409 Fallacies or Facts Worksheet
Interview a person of a background different than your own to learn about their cultural food fads and fallacies. Report findings to class. Discuss the relationship of cultural values to findings.	
Compare nutritive value of a fad diet and a balanced low calorie diet.	Appendix: P-410-411 Dr. Atkin's Diet Revolution and Dr. Stillman's Quick Weight Loss Diet Sample Menus Balanced Low Calorie Diet Sample Menu
Discuss and design a checksheet to use for evaluating nutritional claims for health improvement (i.e., stop hair loss, rid the body of cellulite, stop aging, etc.)	
Visit a health food store and complete a questionnaire on health food and vitamin supplement literature. Discuss findings with the class.	Appendix: P-412 Health Food--Vitamin Supplement Questionnaire

Learning Activities for 4.0	
Read and discuss resources on digestion, absorption and metabolism.	Book: Whitney and Hamilton, Understanding Nutrition
Examine and discuss Summary of Digestion studysheet and End Products After Digestion of Nutrients Studysheet.	Appendix: P-414 Summary of Digestion Studysheet

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
4.0 Nutritive Process 4.A Ingestion 4.B Digestion 4.C Absorption 4.D Transportation 4.E Utilization 4.F Excretion 4.G Respiration 4.H Energy	Comp. 4.1 Comprehends the metabolic process. TPO 4.1 Given a list of metabolic phases, explain each process with 80% accuracy. TPO 4.1 Given a diagram of the digestive system, name each part and list the major digestive actions which occur in each, with 80% accuracy. Use Evaluation Device in Appendix P-413.
5.0 Nutrients Needed Through the Life Cycle 5.A Pregnancy and Lactation 5.B Infancy 5.C Early Childhood 5.D Middle and Later Childhood 5.E Adolescence 5.F Adulthood 5.G Later Adulthood	Comp. 5.1 Applies knowledge of good nutrition in planning diets to meet needs of individuals throughout the life cycle. TPO 5.1 Plan a day's menu for an individual in each stage of the life cycle, meeting the RDA requirements. Use forms and food tables specified by instructor.

Learning Activities for 4.0	Resources
	Appendix: P-415 End Products After Digestion of Nutrients Studysheet
View and discuss slides relating to the digestive system.	Slides: Gastric Function, Intestinal Malabsorption, Gastrointestinal Absorption
Read and discuss studysheet on the absorption and transportation of digested nutrients.	Appendix: P-416 Absorption and Transportation of Digested Nutrients Studysheet
Learning Activities for 5.0	
View and discuss slides related to nutritional needs during pregnancy and nutritional needs of infants.	Slides: Nutrition in Pregnancy, Diet Related Birth Defects, Infant Nutrition
View and discuss filmstrips related to nutritional needs through different stages of the life cycle.	Filmstrips: Nutrition for Little Children, Improving Teenage Nutrition, Foods for Teens/Snacks That Count, The Changing Food Needs of the Family, Food For Older Folks
Plan a day's food intake meeting nutritional needs for each stage in the life cycle: infancy early childhood middle and later childhood adolescence adulthood later adulthood	Appendix: P-402 24 Hour Intake Chart

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
6.0 Special Needs in Nutrition	Comp. 6.1 Applies nutrition to diet and modification through special diets.
6.A Diabetes 6.B Anemia 6.C Weight Control 6.D Anorexia Nervosa 6.E Cardiovascular conditions 6.F Vegetarianism 6.G Athlete's Needs	TPO 6.1 Given, (a) an identified special need, (b) a diet manual, (c) a chart of food values of portions commonly used, (d) a standard diet for 24 hours, and (e) a 24 hour intake chart, (1) plan an attractive modification of the standard diet to meet the individual's special needs. (2) Complete the 24 hour intake chart to verify that nutrient needs are met. Use Evaluation Device and materials in Appendix P-402-417.

POST-SECONDARY LEVEL

Learning Activities for 6.0	Resources
Study and discuss different types of diets in relation to meeting special nutritional needs.	Appendix: P-418-419 Types of Diets
View and discuss filmstrip on nutrition in the home.	Filmstrip: Nutrition in the Home
Read and discuss references relating to dietary goals for Americans.	Pamphlet: Nutrition and Your Health: Dietary Guidelines for Americans
Read references and discuss special dietary needs and ways to meet these needs for family members.	Book: Robinson and Lawler, Normal and Therapeutic Nutrition
View and discuss slides on diabetes.	Slides: The Child With Diabetes
Listen to a panel of diabetics discuss ways in which they have modified their diets to meet their needs.	Pamphlet: You and Diabetes, Exchange Lists for Meal Planning
Listen to a presentation by a physician or dietician on anemia cases and prescribed diet therapy.	
Interview an individual who has nutritionally altered diet patterns for the purpose of weight control. (overweight or underweight) Report findings to the class.	
Develop a day's food intake for a person with a cardiovascular condition. Discuss ways in which family meals may be modified to meet this need.	Pamphlets: Planning Fat-Controlled Meals--for 2000-2600 Calories, Planning Fat-Controlled Meals, Sensible Eating Can Be Delicious, Spices and Herbs in Sodium and Cholesterol Restricted Diets, Your 500 Milligram Sodium Diet, Your Mild Sodium-Restricted Diet

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
6.0 Special Needs in Nutrition	Comp. 6.1 Applies nutrition to diet and modification through special diets.
6.A Diabetes 6.B Anemia 6.C Weight Control 6.D Anorexia Nervosa 6.E Cardiovascular conditions 6.F Vegetarianism 6.G Athlete's Needs	TPO 6.1 Given, (a) an identified special need, (b) a diet manual, (c) a chart of food values of portions commonly used, (d) a standard diet for 24 hours, and (e) a 24 hour intake chart, (1) plan an attractive modification of the standard diet to meet the individual's special needs. (2) Complete the 24 hour intake chart to verify that nutrient needs are met. Use Evaluation Device and materials in Appendix P-402-417.

POST-SECONDARY LEVEL

Learning Activities for 6.0	Resources
Read and discuss resources on vegetarianism.	Newsletter: Dairy Council Digest, "Nutrition and Vegetarianism", Vol. 50, No. 1, Jan.-Feb., 1979 Books: Fleck, Introduction to Nutrition Ewald, Recipes for a Small Planet Lappe, Diet for a Small Planet
Discuss reasons that people are vegetarians and the advantages and disadvantages of this dietary practice.	
Develop a day's food intake that meets the RDA requirements for an identified vegetarian.	
Read and discuss resources related to nutritional needs of athletes.	Book: Whitney and Hamilton, Understanding Nutrition Pamphlet: Nutrition for Athletes Newsletter: Dairy Council Digest, "Nutrition and Human Performance", Vol. 51, No. 3, May-June, 1980
Interview doctors, dieticians, athletic coaches and athletes to find out diet practices and recommendations for athletes. Use the information to debate the pros and cons of special diets for athletes.	
Read resources and view filmstrip on weight control. Discuss implications for nutritional diet modification.	Book: Mayer, Overweight Filmstrip: Weight Control

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
6.0 Special Needs in Nutrition	Comp. 6.1 Applies nutrition to diet and modification through special diets.
6.A Diabetes 6.B Anemia 6.C Weight Control 6.D Anorexia Nervosa 6.E Cardiovascular conditions 6.F Vegetarianism 6.G Athlete's Needs	TPO 6.1 Given, (a) an identified special need, (b) a diet manual, (c) a chart of food values of portions commonly used, (d) a standard diet for 24 hours, and (e) a 24 hour intake chart, (1) plan an attractive modification of the standard diet to meet the individual's special needs. (2) Complete the 24 hour intake chart to verify that nutrient needs are met. Use Evaluation Device and materials in Appendix P-402-417.

POST-SECONDARY

Learning Activities for 6.0	Resources
	Newsletters: Food and Nutrition News "Balancing Nutrition Intake with Energy", Vol. 51, No. 5, May-June, 1980 Contemporary Nutrition "The Behavior Modification Approach to Weight Reduction", Aug., 1979, Vol. 4, No. 8
View and discuss film and define anorexia nervosa, its causes, symptoms and treatment.	Film: Dieting: The Danger Point
Invite a representative from the American Heart Association or the Public Health Department to discuss nutritional therapy for persons with cardiovascular conditions.	Book: Robinson and Lawler, Normal and Therapeutic Nutrition
View and discuss film on cardiovascular conditions.	Films: I am Joe's Heart, Eat 'Till Your Hearts Content
In study groups select specific resources and report highlights of information to the class.	Newsletter: Harvard Medical School Health Letter, "Hardening of the Arteries 1980 1980", Vol. 4, No. 4, Feb., 1980
	Pamphlets: Diet and Coronary Heart Disease, Food for a Healthy Heart--Using the Prudent Meal Plan, Planning Fat-Controlled Meals--for 1200 and 1800 Calories
	Newsletter: Dairy Council Digest, "Nutrition and Athletic Performance", Vol. 46, No. 2, March-April, 1975

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
7.0 Current Controversies in Nutrition	Comp. 7.1 Uses nutritional knowledge to make decisions concerning current controversies in nutrition.
7.A Hyperactivity 7.B Cholesterol Issue 7.C U.S. Dietary Goals 7.D Additives	TPO 7.1 Given a controversial issue and a situation in which a personal decision must be made, (1) state your decision and (2) list the information and facts that support your decision.

POST-SECONDARY LEVEL

Learning Activities for 7.0	Resources
Read and discuss resources relating to hyperactivity.	Newsletter: Contemporary Nutrition, "The Feingold Hypothesis: Current Studies", April 78, Vol. 3, No. 4 Books: Feingold, The Feingold Cookbook for Hyperactive Children and Other Problems Associated with Food Additives and Salicylates Robb, Cooking for Hyperactive and Allergic Children
Select a newspaper article or an article from a popular magazine concerning hyperactivity and the diet. List the scientific facts found in the newspaper or magazine. Discuss with the class the validity of this information and the issues presented.	
Read and discuss resources relating to cholesterol.	Newsletter: Food and Nutrition News, "Diet and Blood Lipids: An Overview", Vol. 51, No. 2, Dec. 79, Jan. 80 Contemporary Nutrition, "Cholesterol Controversies", March 78, Vol. 7, No. 3
Develop a list of issues related to cholesterol and discuss negating or supportive facts.	
Read and discuss the "Dietary Goals for the United States"proposed by the Senate Select Committee on Nutrition and Human Needs. Evaluate and discuss recommendations made for food selection and preparation.	Appendix: P-420-421 Dietary Goals for the United States
View and discuss slides on food additives.	Slides: Additives
Complete a worksheet on food additives and discuss advantages and disadvantages of each additive.	Appendix: P-422 Additive Worksheet

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
8.0 Consumer Rights and Responsibilities 8.A Consumer Legislation 8.B Federal, State and Local Consumer Protection Agencies	Comp. 8.1 Knows sources of consumer information and protection related to foods and nutrition. TPO 8.1 Given a list of Federal, State and local agencies and their functions, match the agencies to their functions with 80% accuracy. Use Evaluation Device in Appendix P-423. TPO 8.1 Given a list of laws, explain the impact on the market place.
9.0 Food Purchasing 9.A Labeling 9.B Comparison Shopping 9.C Advertising 9.D Unit Pricing	Comp. 9.1 Comprehends the impacts of labeling, comparison shopping, advertising and unit pricing on food purchasing. TPO 9.1 Given two food labels for the same product, select the label that best meets the requirements for nutritional labeling and justify your selection.

POST-SECONDARY LEVEL

Learning Activities for 8.0	Resources
Listen to guest speakers discuss the functions of their agencies, informational materials available from their agencies and consumer legislation they implement or enforce.	Guest from one or more of the agencies: Food and Drug Administration Public Health Service County Extension Service County Office of Consumer Protection
Read and discuss resources on consumer protection agencies and legislation.	Books: Wilson, *et al*, *Principles of Nutrition*, 4th ed. Hamilton and Whitney, *Nutrition: Concepts and Controversies* Whitney and Hamilton, *Understanding Nutrition*
Read and discuss study guides, *Agencies Involved with Consumer Rights in the Market Place* and *Government Food Controls*.	Appendix: P-424 *Agencies Involved with Consumer Rights in the Market Place Study Guide* Appendix: P-425-426 *Government Food Controls Study Guide*

Learning Activities for 9.0	
Read and discuss resources on food labeling.	Newsletter: *Contemporary Nutrition*, "FDA: Issues Tentative Positions on Food Labeling and Nutrition Issues", Feb 1980, No. 8
Use a given label to complete a worksheet on nutritional labeling.	Appendix: P-427-428 *Nutritional Labeling Worksheet*

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food Purchasing 9.A Labeling 9.B Comparison Shopping 9.C Advertising 9.D Unit Pricing	TPO 9.1 Given newspaper advertisements from three different stores with specified products, compare the prices of the products indicating the most and least expensive source. Give three reasons for differences in store prices.
	TPO 9.1 Given cost and net weight of contents for three sizes of the same product, determine which size is the best buy with 100% accuracy.

Learning Activities for 9.0	Resources
Read and discuss resources on the influence of advertising and the mass media on eating patterns and food choices.	Book: Gifft, et al, Nutrition, Behavior, and Change
In groups, select a product that has been advertised extensively in stores, on television, on radio, in magazines and newspapers. Discuss impacts on cost, individual food choices and consumer demand.	
Read and discuss resources on unit pricing. Define and discuss advantages of using unit pricing.	Brochures: Department of Agriculture Home Economics Extension Service
Using local newspapers and observations in local stores, compare cost of whole milk, skim milk, lowfat milk, chocolate milk, chocolate drink, dried milk and evaporated milk - 8 oz. serving. Record information on cost comparison worksheet and discuss with the class.	Appendix: P-429 Cost Comparison Worksheet
Compare cost of a fruit and a vegetable when purchased as fresh, frozen, canned and dried. In groups prepare and compare a specific product in relation to differences in cost, flavor, appearance, and nutritive value.	Appendix: P-430 Cost Comparison Chart
Select one can of fruit in each of three grades: fancy, choice and standard. Compare the three cans as to: drained weight, type of syrup, appearance, texture and flavor. Make recommendations for use of each. Compare cost per serving.	Appendix: P-430 Cost Comparison Chart
In the supermarket, compare cost, general availability, and variety of mayonnaise, salad dressing and French dressing. Read labels and identify ingredients common to all. Explain why some lables do not have ingredients listed.	Appendix: P-430 Cost Comparison Chart
Compare relative cost of a baked product prepared from scratch to a convenience baked product and a bakery prepared item. Compare products as to cost, flavor, appearance, texture, ease of preparation, and time needed.	Appendix: P-431 Comparison Chart for Baked Products
Use newspaper advertisements to determine current prices, quality, and availability of meat, fish and poultry. Discuss findings.	

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
9.0 Food Purchasing 9.A Labeling 9.B Comparison Shopping 9.C Advertising 9.D Unit Pricing	Comp. 9.1 Comprehends the impacts of labeling, comparison shopping, advertising and unit pricing on food purchasing.
	TPO 9.1 Given two food labels for the same product, select the label that best meets the requirements for nutritional labeling and justify your selection.
	TPO 9.1 Given newspaper advertisements from three different stores with specified products, compare the prices of the products indicating the most and least expensive source. Give three reasons for differences in store prices.
	TPO 9.1 Given cost and net weight of contents for three sizes of the same product, determine which size is the best buy with 100% accuracy.

POST-SECONDARY LEVEL

Learning Activities for 9.0	Resources
Prepare a display of ready-to-eat cereal boxes, including pre-sweetened, fortified, and enriched. Compare nutritive value, calories, and cost per serving.	
Prepare a display of common hot cereals to include one cereal available in instant, quick cooking, and slow cooking forms. Prepare, taste and evaluate each. Fill out a cost comparison chart for each cereal.	Appendix: P-430 Cost Comparison Chart
Use local newspaper advertisements to compare prices of a given product to determine which store offers the product at the highest and lowest price.	Appendix: P-432 Store Cost Comparison Chart

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
10.0 Selection, Use and Care of Equipment	Comp. 10.1 Demonstrates ability to select, care for and use large and small appliances for food preparation.
	TPO 10.1 Given a specific appliance (large or small), a recipe, appropriate ingredients and utensils, complete the recipe. Use the checklist to rate use and care of the appliance. Use Evaluation Device in Appendix P-433.

POST-SECONDARY LEVEL

Learning Activities for 10.0	Resources
In special interest groups study resources for information on the selection, use and care of electric ranges, gas ranges and microwave ovens. Prepare a visual presentation to share information with the class.	Books: Equipment Appliance Manuals Utility Company pamphlets Department of Agriculture Home Extension Service pamphlets and newsletters
Observe resource person demonstrating use and care of gas and electric ranges and microwave ovens.	Resource persons: Department of Agriculture Home Extension agent Utility Company representative Equipment Company representative
Compare a variety of food products prepared by conventional and microwave methods. Compare flavor, texture, time of preparation and aesthetic qualities. Use the worksheet and discuss results.	Appendix: P-434 Food Product Preparation Comparison Worksheet
Find a recipe in a current magazine or newspaper which gives both conventional and microwave cookery techniques. Compare the two, listing similarities and differences. Prepare a recipe and evaluate the products.	
Plan a menu for a luncheon or dinner. Illustrate the integration of microwave and conventional cookery by indicating which foods would be cooked in a microwave oven and which foods would be cooked with a conventional cooking process. Develop a time schedule and a cooking sequence for the meal.	
Demonstrate the proper use of a pressure cooker. Compare time and finished product of a specific food, i.e. vegetables, chicken, meat, prepared in a pressure cooker and prepared by conventional method on a gas or electric range.	
Examine a display of a variety of coffee makers - automatic, semi-automatic and manual. Discuss the advantages, disadvantages, and cost of each.	Appliance Manuals

Concepts and Subconcepts	Competencies and Terminal Performance Objectives	
10.0 Selection, Use and Care of Equipment	Comp. 10.1	Demonstrates ability to select, care for and use large and small appliances for food preparation.
	TPO 10.1	Given a specific appliance (large or small), a recipe, appropriate ingredients and utensils, complete the recipe. Use the checklist to rate use and care of the appliance. Use Evaluation Device in Appendix P-433.
11.0 Sanitation and Safety 11.A Sanitation in Food Handling 11.B Physical Conditions 11.C Food Storage 11.D Temperature	Comp. 11.1	Applies principles of sanitation in food handling.
	TPO 11.1	Given a situation in which you are preparing foods and a sanitation checklist, evaluate your sanitation habits. All items on the checklist must be rated acceptable. Use Evaluation Devise in Appendix P-435.
	Comp. 11.2	Stores food according to established criteria.
	TPO 11.2	Given a list of items from a family's weekly grocery shopping trip, describe where and how the food items should be stored. Responses must neet established criteria with 90% accuracy.

Learning Activities for 10.0	Resources
Survey neighbors on small electrical appliances used, their advantages and disadvantages. Report findings to class and compile a list of small appliances most commonly used.	
In teams select one small electrical appliance. Research information, plan and present a demonstration of use and care of this appliance.	Appliance Manuals
Include information on energy cost of use, guaranties, information on use of time, visability, food product results and care in storage. Suggested pieces of equipment are: toaster oven, electric fry pan, electric saucepan, sandwich grill, waffle iron, blender, etc.	

Learning Activities for 11.0	
Study and discuss resource on food-borne illnesses.	Appendix: P-436 Food Borne Illnesses
Prepare four petri dishes with growing medium. Participate in or observe the following: touch one dish with unwashed hands; touch one dish after washing hands with bath/face soap; touch one dish after washing hands with disinfectant soap. Keep one dish as a control. Examine dishes one week later. Evaluate. Prepare two petri dishes. Cough on one. Use second as a control. Examine one week later. Evaluate.	
Leave a piece of bread exposed to air for one week. Examine under microscope for mold/spore growth. Report and discuss observation.	
Complete food sanitation crossword puzzle.	Appendix: P-437-438 Food Sanitation Crossword Puzzle
Study and discuss chart showing temperatures for safe storage of foods.	Appendix: P-439 Temperatures to Remember
Participate in a round table discussion on safety and sanitation in the kitchen.	
Prepare a bulletin board showing common kitchen hazards.	

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
11.0 Sanitation and Safety 11.A Sanitation in Food Handling 11.B Physical Conditions 11.C Food Storage 11.D Temperature	
12.0 Selection of Foods 12.A Factors to Consider 12.B Milk and Dairy 12.C Meat, Fish, Poultry 12.D Fruits and Vegetables 12.E Grains	Comp. 12.1 Comprehends factors to consider in food selection. TPO 12.1 Given a list of standards, identify those which apply to the purchase of each of the food groups according to established criteria with 80% accuracy. Comp. 12.2 Uses procedures for food purchasing. TPO 12.2 Given a case study of a family's needs, describe general procedures, methods, and guides for purchasing foods. Check against established criteria with 80% accuracy. Use Evaluation Device in Appendix P-442.

POST-SECONDARY LEVEL

Learning Activities for 11.0	Resources
Listen to a speaker from the Public Health Department discuss sanitation.	Resource Person: Public Health Department Representative
From case studies, identify unsafe kitchen practices and propose at least one means of prevention or solution for each case study.	Appendix: P-440-441 Safety Case Studies
Learning Activities for 12.0	
Read and discuss resources on general factors to consider where selecting foods. Consider: seasons, standards, availability of storage, and individual or family needs.	Books: Hughes and Bennion, *Introductory Foods* Fonosch and Kivitka, *Meal Management*
Compare the cost of whole milk, skim milk, low fat milk, chocolate milk, chocolate drink, dried milk, evaporated milk per 8 oz. serving. Compare the nutritional differences and similarities. Recommend use of each.	Appendix: P-430 Cost Comparison Chart
Prepare and/or participate in a taste-testing display of cheeses readily available in local area. Compare cost, flavor, texture, color and use of each.	Appendix: P-443 Cheese Comparison Chart
Demonstrate variable changes in egg quality by breaking out of shells, grade AA, A, and B eggs. Compare size of yolk and the consistency of whites.	Pamphlet: How To Buy Eggs
Using an ounce scale, compare the weight of jumbo, large, medium and small eggs.	
Hard cook one egg of each size and grade. Remove the shell. Note the size and placement of air cells. Cut the eggs lengthwise and compare the position and size of the yolks.	
Use newspaper advertisements to identify fruits and vegetables in general supply. Note prices and unit of sale.	Local newspapers

POST-SECONDARY LEVEL

Concepts and Subconcepts

12.0 Selection of Foods

- 12.A Factors to Consider
- 12.B Milk and Dairy
- 12.C Meat, Fish, Poultry
- 12.D Fruits and Vegetables
- 12.E Grains

Competencies and Terminal Performance Objectives

Comp. 12.1 Comprehends factors to consider in food selection.

TPO 12.1 Given a list of standards, identify those which apply to the purchase of each of the food groups according to established criteria with 80% accuracy.

Comp. 12.2 Uses procedures for food purchasing.

TPO 12.2 Given a case study of a family's needs, describe general procedures, methods, and guides for purchasing foods. Check against established criteria with 80% accuracy. Use Evaluation Device in Appendix P-442.

POST-SECONDARY LEVEL

Learning Activities for 12.0	Resources
Discuss chart of availability of fruits and vegetables. Complete worksheet "Fruit and Vegetable Seasonal Calendar for Local Area".	Agricultural Extension Service, Fruit and Vegetable Growth Chart Appendix: P-444 Fruit and Vegetable Seasonal Calendar for Local Area
Discuss and demonstrate the selection and storage of commonly used fruits and vegetables.	
Display, taste and discuss the use of ethnic fruits and vegetables. Listen to resource person who uses these fruits and vegetables give guidelines for selection.	Resource Person: Individuals from different ethnic backgrounds
Display and discuss different forms of available salad greens and commercially prepared salad dressings. Participate in a discussion of the use, cost and special advantages of each.	
Fill out a chart showing the months of the year when common fruits are at their prime.	Appendix: P-445 Fruit Production Chart
Participate in a field trip to a local meat/fish market. Compare market forms of meat, fish and poultry - fresh, frozen, canned, etc.	
Identify and discuss meat cuts and sources. Observe a meat cutter in a market and study charts.	Charts: National Live Stock and Meat Board
Display and discuss different forms of grain. Discuss the uses and cost of the various forms.	Pamphlet: Cereals and Pasta in Family Meals

POST-SECONDARY LEVEL

Concepts and Subconcepts

13.0 Principles of Food Preparation

- 13.A Milk and Dairy Products
- 13.B Grains
- 13.C Fruits and Vegetables
- 13.D Salads and Salad Dressing
- 13.E Meat, Fish, Poultry and Eggs
- 13.F Beverages

Competencies and Terminal Performance Objectives

Comp. 13.1 Applies measuring techniques, recipe selection and interpretation to food preparation.

TPO 13.1 Given a specific food to prepare, select, interpret and prepare recipes. Use the Food Preparation Management Rating Sheet for evaluation.

Comp. 13.2 Comprehends cooking terms and vocabulary used in food preparation.

TPO 13.2 Given a list of cooking terms and vocabulary related to food preparation, define with 80% accuracy. Use Evaluation Device in Appendix P-446-448.

Comp. 13.3 Prepares items in each classification of foods according to specified principles of cooking.

TPO 13.3 Given specific recipes and food preparation supplies, prepare foods in each classification. Use the Food Preparation Procedures Rating Sheet for evaluation, Appendix P-450.

POST-SECONDARY LEVEL

Learning Activities for 13.0	Resources
Use the Food Preparation Management Rating Sheet to evaluate your skills in pre preparation and preparation management techniques, as you prepare products.	Appendix: P-449 Food Preparation Management Rating Sheet
Use the Food Preparation Procedures Rating Sheet to evaluate the procedures you use as you prepare products.	Appendix: P-450 Food Preparation Procedures Rating Sheet
Observe a demonstration of measurement techniques for solids, liquids and fats.	
Observe a demonstration of measuring techniques (flour, granulated sugar, brown sugar, oil, solid shortening, liquids, and spoon measurements to 1/8 tsp.).	
Review studysheet on terms and abbreviations.	Appendix: P-451-452 Terms and Abbreviations
Discuss equivalents and measurements in food preparation. Include increasing and decreasing recipes ingredient amounts.	
Using a standard butter-type cake recipe, cut the recipe in half and convert to measurable quantities; double the recipe and convert to measurable quantities.	
Read and discuss resources on principles of food preparation related to milk and dairy products.	Books: Hughes and Bennion, Introductory Foods Fonosch and Kivitka, Meal Management
Using the same kind of milk, prepare one cup of cocoa using Dutch-process, natural-process and instant cocoa. Evaluate for flavor, aroma and cost.	
Demonstrate effect of high heat on cheese. Note flavor, tenderness and texture.	
Prepare ice cream and mousse in refrigerator. Compare methods of preparation, appearance, texture, flavor and cost of products. Account for differences in texture.	
Prepare baked and shirred custards. Compare texture, consistency and flavor.	Appendix: P-453 Milk Products: Custards and Puddings Rating Sheet
Select and prepare a recipe for vanilla cornstarch pudding. Rate product and procedures.	Appendix: P-453 Milk Products: Custards and Pudding Rating Sheet

POST-SECONDARY LEVEL

Concepts and Subconcepts

13.0 Principles of Food Preparation

- 13.A Milk and Dairy Products
- 13.B Grains
- 13.C Fruits and Vegetables
- 13.D Salads and Salad Dressings
- 13.E Meat, Fish, Poultry and Eggs
- 13.F Beverages

Competencies and Terminal Performance Objectives

Comp. 13.1 Applies measuring techniques, recipe selection and interpretation to food preparation.

TPO 13.1 Given a specific food to prepare, select, interpret and prepare recipes. Use the Food Preparation Management rating sheet for evaluation.

Comp. 13.2 Comprehends cooking terms and vocabulary used in food preparation.

TPO 13.2 Given a list of cooking terms and vocabulary related to food preparation, define with 80% accuracy. Use Evaluation Device in Appendix P-446-448.

Comp. 13.3 Prepares items in each classification of foods according to specified principles of cooking.

TPO 13.3 Given specific recipes and food preparation supplies, prepare foods in each classification. Use the Food Preparation Procedures Rating Sheet for evaluation, Appendix P-450.

POST-SECONDARY LEVEL

Learning Activities for 13.0	Resources
Read and discuss resources on principles of food preparation related to grains.	Books: Hughes and Bennion, Introductory Foods Fonosch and Kivitka, Meal Management
Cook 1/4 cup of several cereal products and pastas (rice, noodles, macaroni, etc.), using appropriate cooking techniques. Measure and compare amount of cooked product.	
Compare color, flavor and texture of one cup medium white sauce and one cup browned flour sauce. Make menu suggestions for use of each.	
Compare thickening ability of common thickeners (arrowroot, tapioca, flour, cornstarch, potato starch), by using two tablespoons of each thickener to one cup water. Compare amount of thickening achieved, appearance and time required to achieve thickening.	
Compare identical hot cereal products, starting to cook one in cold water and starting the other in boiling water. Compare color, appearance, consistency and taste of two. Decide when each cooking technique might be used.	
Combine principles of pasta cookery and that of white sauce cookery to make meat extenders or meat substitute dishes, such as macaroni and cheese.	
Convert recipe calling for soda and/or baking powder to one using self-rising flour. Prepare product from original and converted recipes. Compare texture, flavor and color of products.	Appendix: P-454 Waffle Recipe
Prepare one-half a recipe of basic muffins. Stir half batter until just moistened, other half batter until smooth. Bake and compare. Note texture, consistency, appearance and flavor.	
Prepare biscuits by traditional (kneading) and drop biscuit methods. Compare products as to appearance, flavor and texture. Compare with convenience frozen product.	
Compare a single pie crust made by oil, traditional, paste and hot water methods. Compare as to appearance, flavor, texture, flakiness, etc. Compare with convenience frozen product.	

POST-SECONDARY LEVEL

Concepts and Subconcepts

13.0 Principles of Food Preparation

- 13.A Milk and Dairy Products
- 13.B Grains
- 13.C Fruits and Vegetables
- 13.D Salads and Salad Dressings
- 13.E Meat, Fish, Poultry and Eggs
- 13.F Beverages

Comptencies and Terminal Performance Objectives

Comp. 13.1 Applies measuring techniques, recipe selection and interpretation to food preparation.

TPO 13.1 Given a specific food to prepare, select, interpret and prepare recipes. Use the Food Preparation Management rating sheet for evaluation.

Comp. 13.2 Comprehends cooking terms and vocabulary used in food preparation.

TPO 13.2 Given a list of cooking terms and vocabulary related to food preparation, define with 80% accuracy. Use Evaluation Device in Appendix P-446-448.

Comp. 13.3 Prepares items in each classification of foods according to specified principles of cooking.

TPO 13.3 Given specific recipes and food preparation supplies, prepare foods in each classification. Use the Food Preparation Procedures Rating Sheet for evaluation, Appendix P-450.

POST-SECONDARY LEVEL

Learning Activities for 13.0	Resources
Select and prepare a recipe for a grain/cereal product (cornbread, biscuit or yeast rolls). Score products and procedures.	Appendix: P-455 Cornbread Score Sheet Appendix: P-456 Biscuit Score Sheet Appendix: P-457 Yeast Rolls Score Sheet
Read and discuss resources on principles of food preparation related to fruits and begetables.	Books: Hughes and Bennion, Introductory Foods Fonosch and Kivitka, Meal Management
Using a cookbook for reference, show how vegetables may be used as an appetizer, soup, entree, salad, side dish, casserole, and dessert.	
Select an available vegetable in different forms such as fresh, frozen, canned, and if possible, dried. Prepare ½ cup of vegetable using proper cooking procedures. Compare product as to flavor, texture, color, cost and time of preparation.	
Demonstrate the use of herbs in vegetable cookery by comparing identical portions of the same food prepared with and without herbs.	
Prepare a small quantity (½ cup) of green vegetable in each medium: acid (vinegar, lemon), alkali (soda), and neutral (distilled water). Cook for identical periods of time. Compare flavor, color and texture.	
Select and prepare a recipe for a cooked vegetable. Score product and procedures.	Appendix: P-458 Cooked Vegetable Score Sheet Appendix: P-450 Food Preparation Procedures Rating Sheet
Select and prepare a recipe for a tossed salad. Score product and procedures.	Appendix: P-459 Salad Score Sheet Appendix: P-450 Food Preparation Procedures Rating Sheet
Prepare French dressing, mayonnaise and cooked dressing. Compare the three for flavor, cost, and time of preparation. Recommend uses for each dressing.	

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
13.0 Principles of Food Preparation 13.A Milk and Dairy Products 13.B Grains 13.C Fruits and Vegetables 13.D Salads and Salad Dressings 13.E Meat, Fish, Poultry and Eggs 13.F Beverages	Comp. 13.1 Applies measuring techniques, recipe selection and interpretation to food preparation. TPO 13.1 Given a specific food to prepare, select, interpret and prepare recipes. Use the Food Preparation Management rating sheet for evaluation. Comp. 13.2 Comprehends cooking terms and vocabulary used in food preparation. TPO 13.2 Given a list of cooking terms and vocabulary related to food preparation, define with 80% accuracy. Use Evaluation Device in Appendix P-446-448. Comp. 13.3 Prepares items in each classification of foods according to specified principles of cooking. TPO 13.3 Given specific recipes and food preparation supplies, prepare foods in each classification. Use the Food Preparation Procedures Rating Sheet for evaluation, Appendix P-450.

Learning Activities for 13.0	Resources
Read and discuss resources on principles of food preparation related to meat, fish, poultry and eggs.	
Compare tenderness and appearance of an egg cooked in simmering water to an egg cooked in rapidly boiling water. (hard cooked and/or poached)	
Prepare eggs as an entree using a variety of cooking methods: shirring, poaching, frying and scrambling. Note time, cost, flavor, appearance and ease of preparation.	
Cook equal portions of hamburger and chicken or fish using recommended temperatures and high temperatures. Compare palatability, weight, tenderness and appearance.	
Prepare identical cuts of meat, fish and poultry using two or more cooking methods. Compare results as to appearance, palatability, tenderness and ease of preparation.	
Prepare meats, poultry and/or fish using a variety of methods. Rate finished products on the rating sheet for flavor, appearance, texture, etc.	Appendix: P-460 Meat, Fish, Poultry Preparation Rating Sheet
Select and prepare recipes for beverages using milk, fruit and vegetables. Score products using Beverage Score Sheet. Also, rate procedures used.	Appendix: P-461 Beverage Score Sheet Appendix: P-450 Food Preparation Procedures Rating Sheet
Prepare and compare flavor of coffee or tea made in each of three basic processes. Allow coffee or tea to cool; reheat in microwave. Compare flavor with a cup of freshly brewed coffee or tea; with instant. Analyze results.	
Compare the flavor, color and aroma of black, green and oolong tea. Compare products with instant tea. Evaluate each.	

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
14.0 Preservation of Food	Comp. 14.1 Uses appropriate methods and equipment for preservation of specific foods.
14.A Factors Affecting Decisions To Do Home Food Preservation 14.B Methods of Food Preservation 14.C Causes of Food Spoilage In Home Food Preservation 14.D Equipment and Materials Needed	TPO 14.1 Given a specific food, select an appropriate method of food preservation, equipment and supplies to satisfactorily meet the criteria listed in the Evaluation Device in Appendix P-462.

POST-SECONDARY LEVEL

Learning Activities for 14.0	Resources
Discuss advantages and disadvantages of home preservation of foods.	
View transparency and discuss the factors affecting decisions to do home food preservation.	Appendix: P-463 Factors Affecting Decisions To Do Home Food Preservation Transparency
Examine a display of common canning/freezing equipment: canning kettle with rack, steamer, sieves, pressure canner, two-piece metal lids, zinc-lined caps, jelly jars with seals, paraffin, jelly thermometer, ricer or food mill, colander, freezer boxes and containers. Discuss functions, cost and storage.	
Fill out a chart showing the proportions of water and sugar needed to make one quart of light, medium, heavy and extra heavy syrup. Using cookbooks as references, list specific uses/foods for each.	Appendix: P-464 Sugar Syrup Chart
Observe a demonstration of methods of preserving fruit, using the following methods: dry pack freezing, sugar pack freezing, hot pack canning and cold pack canning.	
Prepare one pint of fruit using each of the following methods: dry pack freezing, sugar pack freezing, hot pack canning, and cold pack canning. After a three week period use the Fruit Preservation Comparison Rating Sheet to study differences in color, flavor and texture of products.	Appendix: P-465 Fruit Preservation Comparison Rating Sheet
Observe a demonstration of methods of preserving vegetables, using the following methods: hot water bath, pressure canning and freezing.	
Prepare one pint of vegetables using each of the following preservation methods: hot water bath, pressure canning and freezing. After a three week period use the Vegetable Preservation Comparison Rating Sheet to study differences in color, flavor and texture of products.	Appendix: P-466 Vegetable Preservation Comparison Rating Sheet
Demonstrate acceptable wraps and wrapping methods for freezing meat, poultry and fish. Discuss ease in use and cost.	
Examine a display of common gels: jam, jelly, marmalade, preserves, etc. Discuss characteristics of each.	

POST-SECONDARY LEVEL

Concepts and Subconcepts

14.0 Preservation of Food

- 14.A Factors Affecting Decisions To Do Home Food Preservation
- 14.B Methods of Food Preservation
- 14.C Causes of Food Spoilage In Home Food Preservation
- 14.D Equipment and Materials Needed

Competencies and Terminal Performance Objectives

Comp. 14.1 Uses appropriate methods and equipment for preservation of specific foods.

TPO 14.1 Given a specific food, select an appropriate method of food preservation, equipment and supplies to satisfactorily meet the criteria listed in the Evaluation Device in Appendix P-462.

POST-SECONDARY LEVEL

Learning Activities for 14.0	Resources
Prepare a gel product in these ways: without pectin, with added lemon juice, with addition of commercial pectin. Compare products for color, flavor and texture.	Appendix: P-467 Gel Product Preservation Comparison Rating Sheet
Read and discuss resources on pickeling, smoking and dehydration as methods of food preservation.	Book: Hughes and Bennion, Introductory Foods Pamphlets: U.S. Department of Agriculture
Read and discuss resources on causes of food spoilage related to preserved foods and their storage.	Book: Hughes and Bennion, Introductory Foods Pamphlets: U.S. Department of Agriculture
Complete worksheet on advantages and disadvantages of food preservation methods.	Appendix: P-468 Advantages and Disadvantages of Food Preservation Methods Worksheet
Complete worksheet on foods and methods of food preservation.	Appendix: P-469 Foods and Methods of Food Preservation Worksheet

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
15.0 Factors Which Influence Meal Planning and Preparation 15.A Economic 15.B Cultural/Ethnic 15.C Psychological 15.D Resources 15.E Nutritional Balance	Comp. 15.1 Comprehends factors that affect family food choices. TPO 15.1 Given a specific family situation, identify and describe five family and/or individual influences affecting food choices and five factors or influences outside the family having impact on food choices. Comp. 15.2 Applies principles of meal planning to the preparation of nutritious meals. TPO 15.2 Given a specific budget, newspaper ads and recipes, plan a meal, prepare the shopping list and prepare the meal. Evaluation to be based on the checklist of principles of meal planning and preparation, with 80% accuracy.

POST-SECONDARY LEVEL

Learning Activities for 15.0	Resources
Discuss personal factors which influence an individual's choice of food - age, state of health, economic factors, cultural/ethnic background, resources, nutritional needs, family relationships, etc.	Books: Hughes and Bennion, Introductory Foods Fonosch and Kivitka, Meal Management
Discuss factors outside the family which have an impact on food choices (availability of food, weather, seasons, activity, companionship, time, etc.).	Gifft, Washbon and Harrison, Nutrition Behavior and Change
View filmstrips on foods of different cultural/ethnic groups. Discuss differences and commonalities.	Filmstrips: Soul Food, Chinese Food, Mexican Food, and Italian Food
Prepare bulletin board to illustrate baked products of distinct ethnic origins.	
Plan and prepare a regional, foreign or ethnic meal.	
Evaluate a day's food intake based on the Basic Four. Determine percentage of calories supplied by each energy nutrient in the day's menu. Use the Nutritional Balance/Meal Planning Worksheet and Calorie Determination Example.	Appendix: P-470 Nutritional Balance/ Meal Planning Worksheet Appendix: P-471 Calorie Determination Example Appendix: P-472 Energy Worksheet
Using recipe books as references, show how fruits can be used in menu planning as an appetizer, entree, garnish, salad, soup, dessert. In groups, demonstrate one of the dishes in which fruit is used.	
Prepare chart to illustrate functions of salads in meal planning. Suggest and prepare a salad to meet one of these functions.	
Prepare a vegetable plate, utilizing variety in shape, size, texture, flavor and methods of preparation. Plan a complete meal around this vegetable plate.	
Plan and prepare a meal applying principles of meal planning.	Appendix: P-473 Checklist for Meal Planning and Preparation

POST-SECONDARY LEVEL

Concepts and Subconcepts	Competencies and Terminal Performance Objectives
16.0 Meal Service	Comp. 16.1 Uses appropriate techniques of meal service.
16.A Types 16.B Atmosphere 16.C Appointments 16.D Etiquette	TPO 16.1 Given specific meal situations, identify the type of meal service being used. Use Evaluation Device in Appendix P-474.
	Comp. 16.2 Selects and uses appropriate items for table appointments.
	TPO 16.2 Using a given menu and a specific table service, select items for table appointments. Use Evaluation Device in Appendix P-475.
	Comp. 16.3 Practices socially acceptable behavior during various dining situations.
	TPO 16.3 During a given meal use acceptable procedures as host or hostess for an identified type of meal service. Use Evaluation Device for Appendix P-476.
	TPO 16.3 During a given meal, use socially acceptable table manners. Use Evaluation Device in Appendix P-477.

Learning Activities for 16.0	Resources
Read and discuss resources on types of table service.	Books: Fonosch and Kivitka, Meal Management Hughes and Bennion, Introductory Foods Appendix: P-478 Table Service Information Sheet
Participate in demonstrations of various types of table service: family or compromise, English, Russian/European/continental, country style/American, and apartment/blue-plate and buffet.	
In groups plan and prepare a menu and use an assigned type of table service to serve the meal.	
Prepare a bulletin board showing a variety of table settings and appointments.	
Examine a display of a variety of flatware (stainless, silverplate, sterling), china (earthenware, pottery, china), and glassware (crystal, glass). Discuss advantages, disadvantages and special uses of each type of table appointment.	
Observe a demonstration of acceptable table manners while serving or being served. Prepare for demonstrations by reading information sheets.	Appendix: P-479-481 Manners and Food Information Sheet Appendix: P-482 Table Service Information Sheet

APPENDIX
POST SECONDARY LEVEL

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FOOD AND NUTRITION

CURRICULUM GUIDE

Nutrient Source and Function Chart

Directions: List the six classes of nutrients and three food sources and functions of each nutrient.

NUTRIENT	FOOD SOURCE	FUNCTION
______________	______________	______________
	______________	______________
	______________	______________
______________	______________	______________
	______________	______________
	______________	______________
______________	______________	______________
	______________	______________
	______________	______________
______________	______________	______________
	______________	______________
	______________	______________
______________	______________	______________
	______________	______________
	______________	______________
______________	______________	______________
	______________	______________
	______________	______________

Nutrients and Major Functions

Directions: In the blank to the left, write the letter of the nutrient that matches the major function of that nutrient. Nutrients may be used more than one time.

Functions

_____ 1. Helps form antibodies to build resistance to disease.

_____ 2. Carries soluble nutrients to tissues.

_____ 3. Assists energy nutrients in their functions.

_____ 4. Helps build and repair body tissues.

_____ 5. Maintains blood sugar.

_____ 6. Provides protein-sparing action.

_____ 7. Is necessary for electrolytes.

_____ 8. Helps promote the flow of digestive juices and dilutes the food taken.

_____ 9. Prevents eczema (inflammatory disease of the skin).

_____10. Useful as a solvent.

_____11. Contributes to acid-base balance of fluids.

_____12. Furnishes fatty acids which are essential to health.

Nutrient

A. Fats
B. Carbohydrates
C. Water
D. Proteins
E. Vitamins
F. Minerals

Key: 1. D 2. C 3. E 4. D 5. B 6. B
7. F 8. C 9. A 10. C 11. F 12. A

FOOD AND NUTRITION

CURRICULUM GUIDE

Protein--Body Regulators and Their Functions

Directions: In the blank to the left, write the letter of the function that best matches the protein structure.

Protein Structure	Function
_____ 1. Enzymes	a. helps body resist disease
_____ 2. Hormones	b. an iron -bearing protein which carries oxygen to tissues
_____ 3. Plasma	c. helps maintain slightly alkaline reaction
_____ 4. Hemoglobin	d. helps regulate osmotic pressure and maintenance of water balance
_____ 5. Antibodies	
_____ 6. Blood proteins	e. specific catalysts for metabolic processes
	f. helps govern the metabolic reactions

Key:

1. e 2. f 3. d 4. b 5. a 6. c

Lipids and Their Functions

Directions: In the blank to the left, write the letter of the function that best matches the lipid.

Lipids	Function
_____1. Triglyceride	a. powerful emulsifying agent
_____2. Phospholipid	b. concentrated source of energy
_____3. Lipoprotein	c. transports fats in the blood
_____4. Cholesterol	d. furnishes the nucleus for the synthesis of provitamin D

Key:

1. b   2. a   3. c   4. d

FOOD AND NUTRITION

CURRICULUM GUIDE

Carbohydrates and Their Functions

Directions: In the blank to the left, write the letter of the function that best matches the carbohydrate.

Carbohydrates	Function
_____1. Glucose	a. prevents the clotting of blood
_____2. Glycogen	b. stores energy, animal starch
_____3. Dietary Fiber	c. stimulates peristaltic movements
_____4. Heparin	d. detoxifying agent
_____5. Glucuronic acid	e. blood sugar

Key:

1. e   2. b   3. c   4. a   5. d

FOOD AND NUTRITION

CURRICULUM GUIDE

Major Vitamins and Their Functions

Directions: In the blank to the left, write the letter of the vitamin that best matches the function of that vitamin.

Function

_____1. Healthy lips and tongue.

_____2. Essential to formation of cement between cells (intercellar) substances).

_____3. Prevents 'night blindness.'

_____4. Unites with oxygen and protects red blood cells.

_____5. Helps produce prothombin.

_____6. Contains cobalt.

_____7. Needed for metabolism of phosphorous and calcium.

_____8. Helps prevent beriberi; helps muscles work.

_____9. Protects body against pellagra.

A. Vitamin D

B. Vitamin A

C. Vitamin K

D. Vitamin B_1 (Thiamine)

E. Vitamin E

F. Vitamin B_2 (Riboflavin)

G. Vitamin C (Ascorbic Acid)

H. Vitamin B_3 (Niacin)

I. Vitamin B_{12}

Key:

1. f 2. g 3. b 4. e 5. c 6. i 7. a
8. d 9. h

FOOD AND NUTRITION

CURRICULUM GUIDE

Major Minerals and Their Functions

Directions: In the blank to the left, write the letter of the mineral that matches the function of that mineral. Minerals may be used more than one time.

Function

_____1. With help of copper combines with protein to form hemoglobin.

_____2. Helps normal blood clotting.

_____3. For proper functioning of thyroid gland.

_____4. Combines with calcium to build strong teeth and bones.

_____5. Controlling factor in basal energy metabolism.

_____6. Major mineral in human body.

_____7. Helps build hemoglobin

_____8. Major portion deposited in teeth to help prevent dental cavities.

Minerals

a. Calcium

b. Iron

c. Iodine

d. Phosphorous

e. Fluoride

Key:

1. b   2. a   3. c   4. d   5. c   6. a   7. b   8. e

FOOD AND NUTRITION

CURRICULUM GUIDE

Nutrients and Major Food Sources

Directions: In the blank to the left, write the letter of the nutrient that best matches each food group.

Major Food Source

_____1. Lean meat, eggs, fish, poultry.

_____2. Split pea soup, oranges, apple juice, milk.

_____3. Fish, liver, citrus fruits, carrots.

_____4. Chocolate, salad dressing, butter, margarine.

_____5. Whole grain bread, dried fruit, liver, iodized salt.

_____6. Potatoes, spaghetti, corn, honey.

Nutrients

a. carbohydrates

b. fats

c. proteins

d. vitamins

e. minerals

f. water

Key:

1. c 2. f 3. d 4. b 5. e 6. a

FOOD AND NUTRITION

CURRICULUM GUIDE

Biological Classification of Proteins and Their Food Sources

Directions: In the blank ot the left, write the letter of the biological classification that best matches each food. Proteins may be used more than once.

Food Sources

_____1. eggs

_____2. gelatin

_____3. milk

_____4. peanuts

_____5. beef

_____6. corn

_____7. lima beans

_____8. fish

_____9. wheat

Protein

a. complete protein

b. partially complete protein

c. incomplete protein

Key:

1. a   2. c   3. a   4. b   5. a   6. c   7. b   8. a   9. b

FOOD AND NUTRITION

CURRICULUM GUIDE

Carbohydrates and Food Sources

Directions: In the blank to the left, write the letter of the food that best matches the carbohydrate.

	Carbohydrate		Food Source
____1.	Sucrose	a.	milk
____2.	Dietary Fiber	b.	table sugar
____3.	Fructose	c.	potato
____4.	Maltose	d.	oysters
____5.	Glycogen	e.	banana
____6.	Starch	f.	beer
____7.	Lactose	g.	apple peel

Key:

1. b 2. g 3. e 4. f 5. d 6. c 7. a

Lipids and Food Sources

Directions: In the blank to the left, write the letter of the lipid that matches the food. Lipids may be used more than one time.

Food Source

_____1. eggs

_____2. butter

_____3. corn oil

_____4. coconut oil

_____5. shrimp

_____6. beef

_____7. pork

_____8. soya oil

Lipids

a. saturated fat

b. polyunsaturated fat

c. cholesterol

Key:

1. c 2. a 3. b 4. a 5. c 6. a 7. a 8. b

FOOD AND NUTRITION

CURRICULUM GUIDE

Major Vitamins and Food Sources

Food Sources	Vitamin
____1. Strawberries, citrus fruits, liver, potatoes	a. Vitamin A
____2. Eggs, butter, liver, wheat	b. Vitamin D
____3. Liver, butter, whole milk, egg yolk	c. Vitamin C
____4. Organ meats, Legumes, dried beans, wheat products	d. Vitamin K
____5. Salt water fish, sunshine, liver, eggs	e. Vitamin E
____6. Liver, spinach, wheat, oats	f. Vitamin B complex

Key:

1. c 2. e 3. a 4. f 5. b 6. d

FOOD AND NUTRITION

CURRICULUM GUIDE

Major Minerals and Food Sources

Food Sources	Minerals
_____1. Liver, spinach, dried fruits, heart	a. iodine
_____2. Milk, meat, poultry, milk products	b. calcium
_____3. Salt water fish, broccoli, iodized salt	c. iron
_____4. Tea, fluoridated water	d. phosphorus
_____5. Milk, cheese, green leafy vegetables	e. fluoride

Key:

1. c 2. d 3. a 4. e 5. b

Basic Four Food Group Worksheet

Name:____________________

Age:____________________

Directions: Using the menu for one day, complete the chart by placing the serving amount of each food in the appropriate column. Total the number of servings for each group. Enter the required number of servings for each food group. Complete the differences.

Menu for one day

Breakfast
1 c cornflakes
1 c milk
1 c orange juice

Lunch
1 hamburger bun
1 2 oz hamburger pattie
1 3½ oz pkg fritos
1 8 oz coke

Dinner
1 8 oz cheese pizza
1 8 oz beer

Snack
1 c popcorn
1 8 oz coke

Basic Four Food Groups				
Milk & Dairy in servings	Meat or Meat Substitute in servings	Fruits & Veg in servings	Grains in servings	Other in servings
TOTAL				
REQUIREMENT				
DIFFERENCES				

Sample Menus

Using Food Tables and the 24- Hour food intake chart, Appendix P- 402 , analyze the following sample meals to determine if intake meets your personal nutritional need.

Breakfast

1 doughnut
1 cup coffee

Lunch

1 hamburger
  (1 hamburger bun)
  (2 oz hamburger pattie)
  (1 tablespoon mayonnaise)
  (1 leaf lettuce)
  (1 slice tomato)

1 (8 oz) root beer

Dinner

3 oz fried mullet
1 medium baked potato
1/2 cup cole slaw
2 hush puppies

1 (8 oz) glass iced tea

24 Hour Intake Chart

Directions: List all food ingested in a 24 hour period. Use a food value table to complete the chart.

24 HOUR FOOD INTAKE CHART FOOD	MEASURE	CALORIES	PROTEIN gm.	FAT gm.	CHO gm.	CALCIUM mg.	IRON mg.	VITAMIN A IU	THIAMIN mg.	RIBOFLAVIN mg.	NIACIN mg.	VITAMIN C IU
TOTAL												
REQUIREMENT												

FOOD AND NUTRITION

CURRICULUM GUIDE

Determination of Personal Nutritional Needs

Objective: Analyze food intake and compare with RDA to determine personal nutritional needs.

1. Record food intake for 24 hours. Record food on chart provided.
2. Using food tables, complete the food chart for calories, protein, fat, CHO, calcium, iron, vitamin A, thiamine, riboflavin, niacin, and vitamin C for each food listed.
3. Determine Ideal Body Weight (IBW).

Adult	Allow for first 5 feet	Add for each additional inch
Female	100 pounds	5 pounds
Male	106 pounds	6 pounds

4. Calculate Calorie Requirement:

_____ Basal Calories (adult: 10 x pound IBW)
+_____ Activity: 30% of Basal Cal. for sedentary
50% of Basal Cal. for Moderately Active
_____ Total Calorie Requirement.

5. Determine Calorie Distribution

Using the following percentages, calculate the protein, carbohydrate and fat need based on Calorie need.

12% of Calories from protein = _____ Calories from Protein
58% of Calories from CHO = _____ Calories from CHO
30% of Calories from Fat = _____ Calories from Fat

6. Using the following Calorie values, convert the Calories into grams needed.

4 Calories from proteins = _____ grams protein needed
4 Calories from CHO = _____ grams CHO needed
9 Calories from fats = _____ grams fat needed

7. Enter these figures on "24 Hour Food Intake Chart" under Requirement row.
8. Use RDA for completing other nutritional requirements.

Determination of Personal Nutritional Needs -- (Continued)

Complete these questions after the 24 Hour Food Intake Chart is completed.

1. What nutrients are low:

Nutrient	Amount

2. What nutrients are too high:

Nutrient	Amount

3. What foods need to be added to your diet to improve the nutritional intake?

4. What foods should be eliminated from your diet to improve the nutritional intake?

FOOD AND NUTRITION

CURRICULUM GUIDE

Determination of Daily Energy Needs Worksheet

Objective: to determine the total energy needs for an individual

I. Problems on weight and height:

A. List your weight in pounds; in kilograms.
1 kg. = 2.2 obs., or 1 lb. = .454 kgs. ____lbs. ____kgs.

B. List the recommended weight for your height and age.____lbs. ____kgs.

C. Compute your deviation from the recommended.____lbs. ____kgs.

II. Determination of total daily energy requirement.

A. Use worksheet, Determination of Daily ENERGY NEED

B. Use SDA

FORM:

Activities ___________
SDA ___________

TOTAL ___________

OBTAINING "PICTURE" OF WEIGHT:

Calories needed __________
Calories taken in __________

Difference (+ or-) __________

One pound of fat represents 3500 Calories

Days to lose or gain one pound __________

Losing or gaining? __________

Determination of Daily Energy Need Worksheet -- (Continued)

TYPE OF ACTIVITY	CALORIES PER HOUR		TOTAL TIME IN HOURS	TOTAL CAL. BURNED
	W.	M		
SEDENTARY ACTIVITIES: such as: reading; writing, eating, watching t.v. or movies; listening to the radio; sewing; playing cards; typing, miscellaneous office work, and other activities done with sitting that requires little or no arm movement.	80	100		
LIGHT ACTIVITIES: such as: preparing and cooking food; doing dishes; dusting; handwashing small articles of clothing; ironing; walking slowly; personal care; miscellaneous office work and other activities done while standing that require some arm movement; and rapid typing and other activities done while sitting that are more strenuous.	110	160		
MODERATE ACTIVITIES: such as: making beds; mopping and scrubbing; sweeping; light polishing and waxing; laundering by machine; and other activities done while standing that require moderate arm movement; and activities done while sitting that require more vigorous arm movement.	170	240		
VIGOROUS ACTIVITIES: such as: heaving scrubbing and waxing; handwashing large articles of clothing; handing our clothes; stripping beds; other heavy work; walking fast; bowling; golfing; and gardening.	250	350		
STRENUOUS ACTIVITIES: such as: swimming; playing tennis; running, bicycling; dancing; skiing; and playing football.	350	350		
SLEEP	.9 Cal X wt-kg			
	TOTAL			

FOOD AND NUTRITION

CURRICULUM GUIDE

Determination of Daily Energy Needs Worksheet -- (Continued)

FOOD INTAKE CHART

FOOD	AMOUNT	CALORIES
	TOTAL CALORIES	
	SDA* (6%)	

*SDA - Specific Dynamic Action - Calories needed for intake of food. Calculated at 6% of calorie intake.

FOOD AND NUTRITION

CURRICULUM GUIDE

Eating Habits Worksheet

Many factors effect eating habits--mood, money, schedule, appetite, hungar, advertising, technology, etc. What affects your eating style? Below is a checklist. Read each statement and check the column that applies to you.

	Always	Sometimes	Never
1. Just looking at a picture of food makes me hungry.	_____	_____	_____
2. I eat because it is the time to eat.	_____	_____	_____
3. I eat when I am depressed.	_____	_____	_____
4. I eat when I am nervous.	_____	_____	_____
5. I eat when I am with friends.	_____	_____	_____
6. I eat differently when I eat alone.	_____	_____	_____
7. I enjoy eating meals in a quiet atmosphere.	_____	_____	_____
8. I eat when watching T.V.	_____	_____	_____
9. A T.V. advertisement makes me hungry.	_____	_____	_____
10. I enjoy eating food I have prepared.	_____	_____	_____
11. I would prefer to eat food someone else cooked rather than food I cooked.	_____	_____	_____
12. The smell of food makes me hungry.	_____	_____	_____
13. I eat more food when I am happy than when I am sad.	_____	_____	_____
14. I enjoy eating in a restaurant alone.	_____	_____	_____
15. I eat more when I am bored than when I am 'busy'.	_____	_____	_____

FOOD AND NUTRITION

CURRICULUM GUIDE

Fallacies and Facts Worksheet

Directions: Write fallacy or fact in the blank to the left of each statement.

__________ 1. Toast has fewer calories than bread.

__________ 2. Garlic cures high blood pressure.

__________ 3. The human body needs all nutrients.

__________ 4. Milk and fish are poisonous together.

__________ 5. Fish is brain food.

__________ 6. Water is free of calories.

__________ 7. Nutritive intake is only one facet of the total health condition.

__________ 8. Celery is good for the nerves.

__________ 9. Vitamins added to a food do not benefit as much as vitamins found naturally in foods.

__________10. Dark bread contains fewer calories than white.

Key:

1. fallacy 2. fallacy 3. fact 4. fallacy 5. fallacy
6. fact 7. fact 8. fallacy 9. fallacy 10. fallacy

Dr. Atkin's Diet Revolution

Sample Menu

Breakfast

2 eggs fried with 1 tsp butter 4 pork sausage links 1 diet revolution roll 1 tsp butter 1 cup coffee with 1 tbsp cream	2 eggs hard boiled 3 bacon strips 1 diet revolution roll 1 tsp butter 1 cup coffee with 1 tbsp cream	2 eggs scrambled 3 ounces ham 1 diet revolution roll 1 tsp butter 1 cup coffee with 1 tbsp cream

Lunch

Roast Beef Sandwich: 1 diet revolution roll 3 ounces roast beef 1 tbsp mayonnaise 1 cup lettuce salad 1 tbsp dressing-oil and vinegar 1 cup diet soda	Cheeseburger: 1 diet revolution roll 3 ounces fried hamburger meat 1 ounce cheese 1 tbsp mayonnaise 1 cup diet soda 1 celery stalk	3 ounces shrimp 1 cup sliced green pepper & cucumber 1 tbsp dressing-oil and vinegar 1 stalk celery with 1 ounce cheese 1 cup diet soda

Dinner

3 ounces boiled shrimp 3 ounces fried checken 1 cup sliced green pepper & cucumber 1 tbsp dressing-oil and vinegar 1 cup coffee with 1 tbsp cream	6 ounces roast beef 1 cup lettuce with 1 tbsp mayonnaise 1 cup ice tea with artificial sweetener 2 ounces cheese (Snack)	6 ounces broiled steak 1 cup hearts of lettuce 1 tbsp dressing-oil and vinegar 1 diet revolution roll 1 tsp butter 1 cup tea with 1 tbsp cream

Dr. Stillman's Quick Weight Loss Diet

Sample Menu

Breakfast

2 eggs
3 ounces hamburger meat (lean)
coffee

Lunch

1 cup cottage cheese
6 ounces chicken broiled
diet soft drink

Dinner

6 ounces boiled shrimp
2 tbsp ketchup sauce
6 ounces steak (lean)
tea

Balanced Low Calorie Diet

Sample Menu

Breakfast

½ cup pineapple juice
1 boiled egg
1 slice raisin toast
1 cup coffee with 2 tsp. skim milk

Lunch

2 ounces thin sliced roast beef on
2 slices dark rye bread
2 tomato wedges and 2 celery sticks
1 nectarine
1 cup hot or iced tea

Dinner

2 ounces broiled salmon
1 medium boiled potato with
3 tablespoons yogurt and chives
½ cup peas
½ cup lettuce with
2 tablespoons dietetic dressing
1 medium apple
1 cup skim milk

Evening Snack

1 cup skim milk
1 graham cracker

Health Food - Vitamin Supplement

Questionnaire

Obtain one source of nutrition information on a vitamin from a local health food store.

Answer the following:

1. Name of the publication: ______________________________

2. Who is this published by? ______________________________

3. What kinds of products are advertised in the publication?

4. What are the author's credentials?

   Degrees: ______________________________

   Is he/she affiliated with a university or learning institution? ______

   If yes, which one? ______________________________

5. Is this article based on reproducable research? ______________

   Are methods discussed? ______________________________

   Were other research standards used? Control groups, statistical analysis, adequate number of participants?

   ____

6. References: Were there any references? ______________

   Were these references from reputable journals? ______________

   Were they recent? ______________________________

7. Do you feel that this article is scientifically sound? ______________

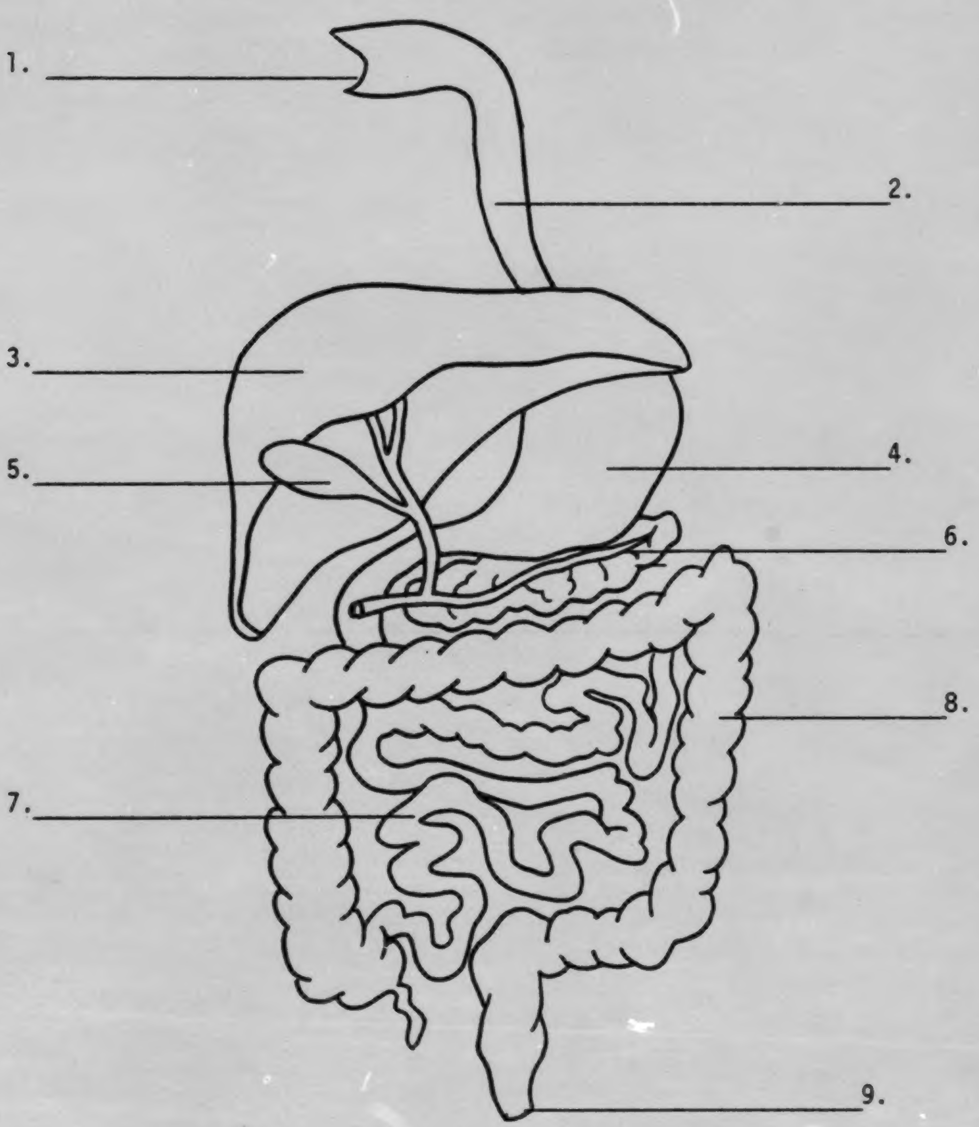
   Why? ______________________________

   ____

FOOD AND NUTRITION
CURRICULUM GUIDE

Evaluation Device for T.P.O. 4.1

Directions: This diagram shows the digestive track (from mouth to anus) and the organs involved in the digestive system. On the lines next to the diagram, write the name of the part that is indicated. On another sheet of paper, list each part of the digestive track, by number as seen on the diagram and describe for each part the major digestive action.



SUMMARY OF DIGESTION STUDY SHEET

Parts of Digestive System	Source of Secretion	Mechanical Action	Chemical Action			Regulatory Action
			CHO	Proteins	Fats	
Mouth	Salivary Glands	Chewing	Amylase			Buffers control pH pH 6.8 - 7.2
Esophagus	No juices are secreted here.	Rhythmic Contractions				
Stomach	Gastric glands	Peristaltic action -- mixes foods, secretions (becomes chyme)		Pepsin Rennin[1] Hydrochloric acid	Lipase	Hydrochloric acid contributes acid to keep pH of stomach approximately 1.0 - 4.5
Small Intestine	Small Intestine Glands	Peristaltic movements	Amylopsin Sucrase Maltase Lactase	Aminopeptidase Dipeptidase Nucleinase Nucleotidase Nucleosidase		Hormones regulate secretory and motor activity pH 7.0 - 8.0
	Pancreas		Amylopsin	Chymotrypsin Trypsin Carboxypeptidase	Steapsin	Hormones regulate secretory and motor activity pH 7.0 - 8.0
	Liver via gall bladder				Bile	Hormones regulate secretory activity pH 6.9 - 8.6
Large Intestine	No digestion. Absorption and reabsorption of water and some minerals.					

---

[1] Infants only.

END PRODUCTS AFTER DIGESTION OF NUTRIENTS STUDY SHEET

Nutrient	Digestive Enzymes	Derived Stages	End Products Ready For Absorption
Proteins	Pepsin	Proteins → proteoses → peptones → peptides →	Amino Acids
Carbohydrates	Ptyalin Amylopsin Sucrase Maltase Lactase	Polysaccharides → disaccrides →	Monosaccharides
		(Starch → maltose →	Fructose & Glucose)
		sucrose →	Glucose & Glucose)
		lactose →	Gallactose & Glucose)
		Glycogen	Glucose
		Dietary Fiber (no digestion)	
Minerals	None	No digestion	
Vitamins	None	No digestion	
Fats	(Gastric) lipase[1] Steapsin	Triglyceride → diglyceride → monglyceride →	Fatty Acids & Glycerol

[1] Emulsified fat only

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Absorption and Transportation of Digested Nutrients Study Sheet

Nutrient Stage After Digestion	Part of Villi Through Which Absorption Occurs	Means of Transportation
Amino Acids	Capillaries	Blood
Monosaccharides	Capillaries	Blood
Fatty Acids (short chains)	Capillaries	Blood
Fatty Acids (long Chains)	Lacteals	Lymph → Blood
Glycerol	Capillaries	Blood
Fat Soluble Vitamins	Lacteals	Lymph → Blood
Water Soluble Vitamins	Capillaries	Blood
Minerals	Capillaries	Blood

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 6.1

Directions: (1.) Plan an attractive modification of a standard diet to meet an individual's special needs. (2.) Complete a 24 hour intake chart to verify that nutrient needs are met. (3.) Use the following materials to accomplish tasks (1.) and (2.).

Materials:
- a. identified special need
- b. a diet manual
- c. a chart of food values of portions commonly used
- d. a standard diet for 24 hours
- e. a 24 hour intake chart.

Standard Diet

Breakfast

Orange Juice	1/2 c
Fried Eggs	2
Bacon	2 strips
Biscuits	2 medium
Coffee	2 cups
Milk	1 cup

Midmorning Snack

Small Danish	1
Coffee	1 cup

Lunch

Fried Chicken	1 whole breast
Broccoli	1/2 c
Steamed Summer Squash	1/2 c
Corn Bread Muffin	1
Milk	1 c
Apple	1

Dinner

Baked Ham	3 oz
Baked Sweet Potato	1 medium
Green Beans	1/2 c
Lettuce	2 leafs
Sliced Tomato	2 slices
Dinner Roll	1
Butter	1
Vanilla Ice Cream	1/2 c
Coffee	

Bedtime Snack

Popcorn	1 c
Milk	1 c

FOOD AND NUTRITION

CURRICULUM GUIDE

Types of Diets

Type of Diet	Description	Common Purpose
Normal/Regular	Provides all essentials of good nourishment.	For patients who do not need special diets.
Soft (mechanical)	Same foods as normal, but chopped or strained.	For patients who have difficulty chewing or swallowing.
Light or Soft	Foods that are soft in consistency; no rich or strongly flavored that could cause distress.	Final stage for post-operative patient before resuming regular diet.
Bland	Series of diets that are mild in flavor and easy to digest; omits spicey foods.	Avoids irritation of the digestive tract, as with ulcer and colitis patients.
Low Residue	Food low in bulk; omits foods that are difficult to digest.	Spares the low digestive tract as with patients with rectal diseases.
Fluid	Clear: broth, tea, ginger ale. Full: liquids, custard, junket, ice cream sherbert, soft-cooked eggs.	Progressive stages in the postoperative diet.
High Calorie	Foods high in protein, minerals, and vitamins.	For patients who are under weight or malnourished.
Low Calorie	Low in cream, butter, cereals, desserts and fats.	Nutritious meals for patients who need to lose weight.

Types of Diets -- (Continued)

Type of Diet	Description	Common Purpose
Diabetic	Precise balance of carbohydrates, protein, and fats, divised according to needs of individual patient.	Matches food intake with insulin and the nutritional requirements of diabetic patient.
High Protein	Meals supplemented with high-protein foods, such as meat, fish, cheese, milk and eggs.	Helps the growth and repair of tissues wasted by disease.
Low Fat	Foods limited in butter, cream, fats and eggs.	Eliminates difficulty with digestion of fats, as with gallbladder, cardiovascular and liver disturbances.
Low Cholesterol	Low in eggs, whole milk and meats.	Helps to regulate the amount of cholesterol in the blood.
Low Sodium	Limitation on foods containing sodium and none allowed on tray.	For patients whose circulation would be impaired by fluid retention; patients with certain heart or kidney conditions.
Tube Feeding	Milk formula or liquified form of meats, vegetables, etc., administered to the patient through a nasogastric tube.	Provides nourishment for patients who, because of a condition such as oral surgery, can't eat normally.

FOOD AND NUTRITION

CURRICULUM GUIDE

Dietary Goals for the United States

Senate Select Committee on Nutrition and Human Needs

Second Edition -- December 1977

1. To avoid overweight, consume only as much energy (calories) as is expended; if overweight, decrease energy intake and increase energy expenditure.
2. Increase the consumption of complex carbohydrates and "naturally occuring[1] " sugars, from about 28% of energy to about 48% of energy intake.
3. Reduce the consumption of refined and processed sugars by about 45% to account for about 10% of total energy intake.
4. Reduce overall fat consumption from approximately 40% to about 30% of energy intake.
5. Reduce saturated fat consumption to account for about 10% of total energy intake; and balance that with polyunsaturated and monounsaturated fats, which should account for about 10% of energy intake each.
6. Reduce cholesterol consumption to about 300 mg. per day.
7. Limit the intake of sodium by reducing the intake of salt to about 5 gm. per day.

The Goals Suggest The Following Changes In Food Selection And Preparation:

1. Increase consumption of fruits and vegetables and whole grains.
2. Decrease consumption of refined and other processed sugars, and foods high in such sugars.
3. Decrease consumption of foods high in total fat, and partially replace saturated fats, whether obtained from animal or vegetable sources, with polyunsaturated fats.
4. Decrease consumption of animal fat, and choose meats, poultry and fish which will reduce saturated fat intake.
5. Except for young children, substitute low-fat and nonfat milk for whole milk, and low-fat dairy products for high fat dairy products.
6. Decrease consumption of butterfat, eggs, and other high cholesterol sources. Some consideration should be given to easing the cholesterol goal for premenopausal women, young children, and the elderly, in order to obtain the nutritional benefit of eggs in the diet.

FOOD AND NUTRITION

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<ins>Dietary Goals for the United States Senate Select Committee on Nutrition and Human Needs Second Edition</ins> -- <ins>December 1977</ins> --

Continued -

7. Decrease consumption of salt and foods high in salt content.

[1] "Naturally occurring" sugars which are indigenous to a food, as opposed to refined (cane and beet) and processed (corn sugar, syrups, molasses and honey) sugars which may be added to a food product.

Journal of Nutritional Education, Vol. 10, No. 1, Jan.-Mar. 1978.

ADDITIVE WORKSHEET

Directions:
(1) Choose 3 foods; read labels.
(2) List 3 additives in each food.
(3) Using references, list reason for additive.

FOOD	ADDITIVE	REASON	ADVANTAGE OR DISADVANTAGE? JUSTIFY

FOOD AND NUTRITION

CURRICULUM GUIDE

Evaluation Device for T.P.O. 8.1

I. Explain the impact of these laws on the Market Place.

1. Food, Drug and Cosmetic Act, 1938.
2. Fair Labeling and Packaging Act of 1966.
3. Nutrition Labeling Act of 1973.

II. Match the agency with the functions. Letter by agency may be used more than one time.

Functions

_____1. Conducts regulatory and control programs to protect the wholesomeness of meat and poultry.

_____2. Responsible for the enforcement of the Federal Food, Drug and Cosmetic Act.

_____3. Establishes grading system for foods.

_____4. Prevents unfair methods of competition in commerce.

_____5. Controls adulteration or misbranding of foods.

_____6. Offers guidance to agencies concerned with protection of health.

_____7. Checks food imports.

_____8. Makes recommendations for the establishments of food ordinances.

Agencies

a. U.S.D.A.

b. F.D.A.

c. Federal Trade Commission

d. U.S. Public Health Service

Key:

1. a 2. b 3. a 4. c 5. b 6. d 7. b 8. d

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Agencies Involved With Consumer Rights in the Market Place

Study Guide

United States Department of Agriculture (USDA)

1. Established standards (grades) for products. Grading for all products is optional, but if meat or poultry products are graded, these foods must first be inspected for wholesomeness.

2. Inspects all meat, poultry, and related products processed by plants shipping in interstate and foreign commerce.

3. Guards against the use of harmful preservatives and residues from pesticides, growth promoting substances and drugs that may be found in the meat or meat products.

Food and Drug Administration (FDA)

1. The main function is to enforce the Food, Drug, and Cosmetic Act of 1938 and thereby assure that foods are safe, pure and wholesome.

2. As part of its job of policing the purity, quality, and labeling of foods, the Food and Drug Administration functions in the following ways:
   a. It makes periodic visits to food establishments for the purpose of inspecting samples from interstate shipments of their products.
   b. It checks the safety of all batches of coal tar dyes for use in foods.
   c. It issues and enforces regulations specifying the kinds and quantities of new additives that may be used in or on food products.
   d. It establishes the amount of pesticidal residues that may safely remain on food crops and checks interstate shipments to see that residues are in fact within safe limits.
   e. It sets standards which guarantee the composition and real value of food products in line with the congressional mandate to promote honesty and fair dealing in the interest of the consumer.
   f. It checks food imports to make sure they comply with federal laws.
   g. It cooperates with state and local inspectors to inspect and remove contaminated items from the market.

United States Public Health Service

1. The United States Public Health Service is not an enforcement agency. Its function is to make recommendations for the establishment of food ordinances by states and municipalities.

2. It offers guidance and help to agencies directly concerned with protecting public health.

Federal Trade Commission

1. Prevents the use of unfair methods of competition in commerce.

2. It regards as false and unfair misleading advertising, misbranding, and the representing of secondhand or madeover products as new.

Government Food Controls Study Guide

Food and Drug Act - 1906

Provided for clean, safe food.

First law passed to provide protection against contamination or adulteration of food.

The strongest act of its kind in the world.

Became inadequate as food processing became more industrialized and distribution of food became an increasing part of the food industry.

Food, Drug, and Cosmetic Act - 1938

Retained best features of the 1906 law.

Provides health safeguards and sanitary controls, prohibits deceptions, and requires label statements.

Pesticide Chemicals Amendment to the Food, Drug, and Cosmetic Act - 1954

1. An effort to provide effective control over the use of pesticide chemicals and to minimize potential hazards arising from their misuse.
2. Provides a means for establishing safe tolerances for residues of pesticide chemicals in or on raw agricultural commodities.
3. Under this amendment a food may not be marketed if it bears the residue of a pesticide chemical considered unsafe.

Color Additives, Amendment to the Food, Drug, and Cosmetic Act - 1960

1. Requires that all colors added to the food be within the limits established by the Food and Drug Administration.
2. Before this amendment, only coal tar colors were subject to certification.

Food Additive Amendment to the Food, Drug, and Cosmetic Act - 1958

1. Assures that the safety of chemicals used in the processing of food is proven before use.
2. Covers not only substances intentionally added to food but also those substances which may be reasonably expected to become a component part of a food or to affect its characteristics.

The Public Health Service Act of 1944 helps to ensure the safety of pasteurized milk and shellfish. It regulates sanitation of food, water, and food services as well as sanitary facilities on trains, planes and buses.

The Fair Labeling and Packaging Act of 1966 states that the accurate weight or volume must appear on a food product label. This law is enforced by the FDA.

The Wholesome Meat Act of 1967 and The Wholesome Poultry Act of 1968 set standards for meat and poultry. The U.S. Department of Agriculture enforces these laws.

Nutrition Labeling Act of 1973

It is not mandatory---"only those foods to which nutrients are added; foods to which reference is made on the label or in advertising to the caloric value or to the content of any nutrient other than sodium; and foods for

Government Food Controls Study Guide -- (Continued)

this nutritional claim is made on the label or in advertising." The manner of listing the nutrients is prescribed in detail and must be followed. The nutrition panel must show (1) serving (portion) size; (2) the amount of food energy (in calories) and the amounts of protein, fat and carbohydrate (in grams); (3) the percentage of the U.S. RDA for protein, vitamin A, vitamin C, thiamin, riboflavin, niacin, calcium, and iron. Additional information such as the percentage of the U.S.RDA for twelve additional vitamins and minerals, the percentage of calories that comes from fat; and the amounts of polyunsaturated fat, saturated fat and cholesterol furnished by a serving may be included if the packer or distributor wishes. The RDA's for most of the nutrients on which the information is based are the highest for all sex-age categories--that of an eighteen year old male.

FOOD AND NUTRITION

CURRICULUM GUIDE

Nutritional Labeling Worksheet

Select a label from a product requiring nutritional labeling and complete the following:

1. List the four requirements of the 1938 Food, Drug, and Cosmetics Act and copy this information from your label.

Requirements	Your Label
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________

2. When must nutritional labeling be used? ________________________

____

____

3. List the requirements for nutritional labeling and copy this information from your label.

Requirements	Your Label
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________

Nutritional Labeling Worksheet -- (Continued)

Requirements	Your Label

4. List All Additives	List Reason Each Additive Was Used

5. Highlight all the information requested above on your label and attach the label to this worksheet.

Cost Comparison Worksheet

Directions: Use newspaper advertisements and observations in local stores to complete the Cost Comparison Worksheet for milk products.

Milk Product	Cost Per Container	Size of Container	Unit Cost	Cost Per 8 oz. Serving
Whole Milk				
Skim Milk				
Low Fat Milk				
Chocolate Milk				
Chocolate Drink				
Dried Milk				
Evaporated Milk				

Conclusion:

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Cost Comparison Chart

Directions: For each food listed, indicate the Unit of Measurement, the Cost per Container and the Unit Price. Write your conclusion regarding the purchase of the food item.

Item	Unit of Measurement	Cost Per Container	Unit Price

Conclusion:

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Comparison Chart for Baked Products

Directions: This is a form for comparing convenience products (such as frozen entrees, bottled salad dressings, cake or cookie mixes) to their home made counterparts. Choose a specific convenience product and read the list of ingredients, then select a recipe to make at home that contains similar ingredients. Prepare the recipe, then compare the convenience product with the home made food and fill in the form.

Bakery Product	Convenience Product	Product Made From Scratch
Name of Product ____	Name of Product ____	Ingredients ____
Brand ____	Brand ____	____
Ingredients (from package, in order)	Ingredients (from package, in order)	____
____	____	____
____	____	____
____	____	____
Cost:	Cost:	Cost:
Time to Prepare:	Time to Prepare:	Time to Prepare:
Active ____	Active ____	Active ____
Waiting ____	Waiting ____	Waiting ____
Excellent Poor	Excellent Poor	Excellent Poor
Taste: 5 4 3 2 1	Taste: 5 4 3 2 1	Taste: 5 4 3 2 1
Texture: 5 4 3 2 1	Texture: 5 4 3 2 1	Texture: 5 4 3 2 1
Appearance: 5 4 3 2 1	Appearance: 5 4 3 2 1	Appearance: 5 4 3 2 1
Does the actual product match the package photo and/or the advertising?	Does the actual product match the package photo and/or the advertising?	

1. What are the advantages of the convenience product?
2. What are the advantages of the product made from scratch?
3. What are the advantages of the bakery product?
4. How could each of the products be improved? (Garnish? Addition of ingredients? Serving Suggestions?)
5. All things considered, would you usually buy the convenience product or make your own from scratch or purchase the bakery product? Give reasons.

FOOD AND NUTRITION

CURRICULUM GUIDE

Store Cost Comparison Chart

Directions: Use newspaper advertisements from three or more stores to complete the Stores Comparison Chart. Rank products as:

1 = least expensive
2 = next least expensive, etc.

Store	Product Container Size	Content Measurement	Cost Per Container	Cost Per Unit of Measurement	RANK

FOOD AND NUTRITION

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Evaluation Device for T.P.O. 10.1

Appliance Use and Care Checklist

Directions: Use this Checklist to evaluate the use and care of electrical appliances. Place a check (✓) in the appropriate column.

	YES	NO
1. Appliance is used safely.		
2. Appropriate controls (speed, temperature) are used.		
3. Appropriate pre-preparation is completed.		
4. Appropriate materials are used to clean the appliance.		
5. Appropriate sanitation and safety measures are used to clean the appliance.		
6. Appliance (small) is stored where it is closely accessible and safe.		

Food Product Preparation Comparison Worksheet

Food Product

Method of Preparation

Length of Preparation Time

	Rating				Rating				Rating			
	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor	Excellent	Good	Fair	Poor
Flavor												
Texture												
Color												
Density												
Appearance												
Other (list)												

Conclusions:

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CURRICULUM GUIDE

Evaluation Device for T.P.O. 11.1

Sanitation Checklist

Directions: Rate each of the Sanitation Items on the sanitation checklist by placing a check (✓) in the acceptable or not acceptable column. For all items rated not acceptable describe how to correct them.

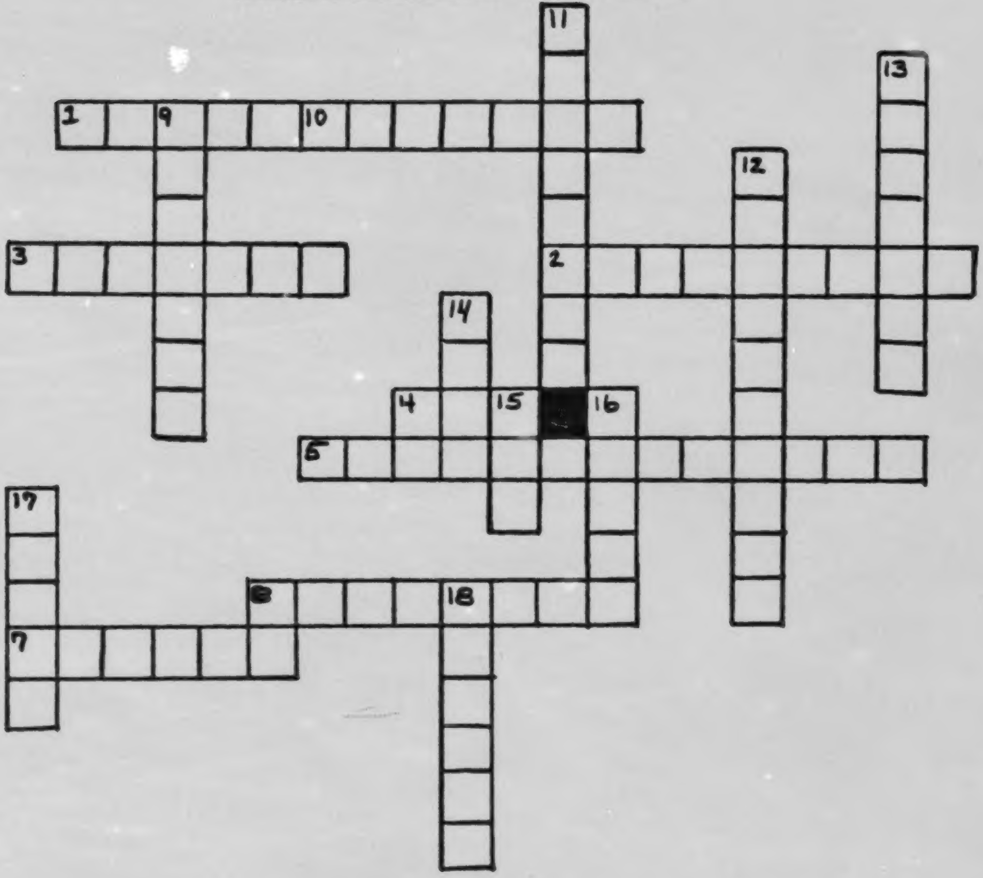
SAFETY ITEMS	RATING	
	Acceptable	Not Acceptable
1. Hands are washed with hot, soapy water before handling foods.		
2. Hands are washed after touching hair or any other part of the body before handling food.		
3. Tasting spoons are used only once and then washed before using again.		
4. Utensils, equipment, dishes and work surfaces are kept clean.		
5. Spills are wiped up immediately.		
6. Foods are refrigerated warm rather than allowed to cool to room temperature.		
7. Garbage is disposed of in an appropriate manner.		

Item Number	Correction

Food-Borne Illnesses

ILLINESSES	CONTRACTED BY	HOW TO AVOID
Typhoid Fever	Water, milk, shellfish contaminated at source. Food from unwashed hands or flies.	Use approved water supply. Wash hands. Control flies.
Clostribium Terfringens	Food handled by unclean hands and other unsanitary conditions. Cooked food, such as meat and gravies, left at room temperature for prolonged time.	Avoid eating foods as listed in previous column. Refrigerate food properly.
Staphylococcus	Eating contaminated food, such as egg or breading material, caused by unclean hands or unsanitary conditions.	Eat only foods that have been prepared under sanitary conditions.
Dysentery	Water or food contaminated by unclean hands or infected by flies.	Use safe food handling methods and control flies.
Food Poisoning	Food contaminated by unsanitary conditions and by improper refrigeration. Refreezing food after complete prolonged defrosting.	Practice safe food handling methods. Keep food at below 50°. Control rodents and pests.
Trichinosis	Contaminated uncooked pork.	Cook all pork products to an internal temperature of 137° or more.
Clostribium Botulinum	Improperly home-canned or damaged canned foods.	Boil home-canned food for at least 10 minutes and avoid food damaged or buldged cans.
Diptheria and other infectious diseases	Food or tableware handled by an infected person.	Wash dishes thoroughly. Good personal hygiene is important.
Undulant Fever	Infected milk.	Buy and serve only pasteurized food.

Food Sanitation Crossword Puzzle



ACROSS

1. An agent which destroys microorganisms.
2. A condition due to microorganism growth within a host.
3. A person of good health carrying a pathogenic microorganism.
4. An inorganic mixture remaining after burning.
5. Entry of undesirable organisms into some material.
7. Resistant to disease.
8. A rod-shaped bacterium.

DOWN

9. Free from living organisms.
11. To reduce microbes in or on articles to a safe level.
12. Hold cultures of microbes under conditions favoring growth.
13. A microscopic organism.
14. Something harboring an infectious agent.
15. Cured meat.
16. A microbe smaller than bacteria.
17. A poisonous substance.
18. Causing death.

Food Sanitation Crossword Puzzle Key

ACROSS

1. disinfectant
2. infection
3. carrier
4. ash
5. contamination
6. immune
7. bacillus

DOWN

9. sterile
10. sanitize
11. incubate
12. microbe
13. host
14. ham
15. virus
16. toxin
17. lethal

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Temperatures to Remember

Fahrenheit

Staphylococcus toxin is not destroyed by boiling	--212--	Botulinus toxin is destroyed by boiling (10 minutes)
	180--	Dishwashing machine rinse
	170--	Hand dishwashing sanitizing temperature for 2 minutes
	160	
Harmful bacteria killed above this 150° temperature when exposed for proper time	--150--	Keep foods hot (above 150° F)
	145	
	140--	
Minimum internal pork temperature	--137	
	130	
Hottest temperature for hands	--125	
	120	
	110	Rapid bacterial growth
	100	Cool or heat rapidly thru this temperature range
Body temperature	-98.6	
	90	
	80	
	70	
	60	
	50--	
		Increasing bacterial growth
Keep food in this range	40--	
	32--	Slow bacterial growth
Water freezes	30	Bacteria are not destroyed by freezing (32° F or lower)
	20	
	10	
	0--	
	10	Keep frozen foods in this range
	20--	

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Safety Case Studies

For each situation identify the potential safety hazards and describe solution(s) to each hazard.

1. Chris was asked to check simmering spaghetti sauce. When lifting the lid off of the dutch oven, the hot steam burned his/her hands and face.

   Hazard: ______________________________
   ____
   ____

   Solution: ______________________________
   ____
   ____

2. Sandy was slicing vegetables with a chef's knife. Pausing to rest, the knife was laid on the edge of the work table. Another student bumped the table. As a result, the knife began to fall to the floor. Moving quickly Sandy caught the knife by the handle.

   Hazard: ______________________________
   ____
   ____

   Solution: ______________________________
   ____
   ____

3. Randy chopped and sliced ingredients for a recipe. When cleaning up, the knives were left in the sink to soak so they would be easy to clean. Randy then proceeded to put away unused ingredients.

   Hazard: ______________________________
   ____
   ____

   Solution: ______________________________
   ____
   ____

4. Sam was broiling hamburgers on a cookie sheet and the grease caught fire. Sam immediately tried to put out the fire by throwing water on it.

   Hazard: ______________________________
   ____
   ____

   Solution: ______________________________
   ____
   ____

Safety Case Studies Key

1. Hazard: Lifting the dutch oven lid incorrectly.

   Solution: Use pot holders. Tilt lid away from you.

2. Hazard: Leaving knife on edge of table and trying to catch falling knife.

   Solution: Set knife where it would be safe. Allow knife to fall.

3. Hazard: Leaving knives to soak.

   Solution: Clean knives immediately without soaking.

4. Hazard: Using a cookie sheet to broil. Attempting to put a grease fire with water.

   Solution: Use a broiler pan. Turn oven off and smother fire with baking powder, salt or flour.

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Evaluation Device for T.P.O. 12.2

Food Purchasing Case Study

Mary and Jim Jones are taking their five year old twins to the summer cottage for three days. General food preparation equipment is available in the cabin but no food supplies are kept there. Plans are to stop at their local supermarket on the way out of town to purchase all food products necessary for their three day stay.

List the steps, in order, that they should consider in planning and preparing for the weekend regarding their food supply. They live on a limited (modest) income. It is a three hour drive to the cottage.

---

1. Plan menus and snacks to meet family needs, taking into consideration storage, facilities and space; need for low temperatures in route; and family budget.
2. Plan shopping list, taking into consideration location of food in store and time to be spent in store.
3. Purchase foods, considering variety of packaging materials, sizes, method of preservation, labeling information and unit pricing to make best selection for nutritional value/money spent.

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Cheese Comparison Chart

Kind of Cheese	Flavor Strong	 Med.	 Mild	Texture Soft, Semi-soft, Firm	Color	Uses

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Fruit & Vegetable SEASONAL CALENDAR for Local Area

(Complete for your locale by checking under A or S. A=Abundant: S=Scarce)

	Fall		Winter		Spring		Summer	
	A	S	A	S	A	S	A	S
Apples								
Bananas								
Broccoli								
Cabbage								
Canteloupe								
Carrots								
Collards								
Corn								
Cucumbers								
Grapefruit								
Green Beans								
Kale								
Lettuce								
Oranges								
Peas								
Potatoes, Sweet								
Potatoes, White								
Squash								
Tomatoes								
Turnip Greens								
Watermelons								

Substitute or add additional fruits and vegetables.

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Fruit Production Chart

Directions: Make a list of common fruits. Complete the chart by putting a checkmart in the box(es) that indicate the month(s) of the year when each fruit is at its' prime.

Fruit	Harvest Period											
	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.

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Evaluation Device for T.P.O. 13.2

Terms and Abbreviations Test

Directions: In the blank to the left of each term or abbreviation, write the letter of the definition which best matches the term.

_____ 1. Bake..
_____ 2. Baste..
_____ 3. Blend..
_____ 4. Boil..
_____ 5. Braise..
_____ 6. Bread..
_____ 7. Chop..
_____ 8. Cream..
_____ 9. Dice..
_____10. Dredge..
_____11. Equivalent..
_____12. Garnish..
_____13. Graduated..
_____14. I.E. ..
_____15. Internal..
_____16. Knead..
_____17. Level..
_____18. Marinate..
_____19. Palatable..
_____20. Parboil..
_____21. Plump..
_____22. Portion..
_____23. Portion Control..
_____24. Recipe..
_____25. Reconstitute..
_____26. Saute..
_____27. Scald..
_____28. Sear..
_____29. Simmer..
_____30. Steam..
_____31. Stew..
_____32. Stock..
_____33. Undiluted..
_____34. Variation..
_____35. Yield..

Key:

1. U
2. V
3. W
4. EE
5. FF
6. HH
7. II
8. AA
9. P
10. Q
11. R
12. H
13. I
14. E
15. Y
16. B
17. C
18. F
19. G
20. K
21. L
22. GG
23. D
24. J
25. M
26. N
27. O
28. A
29. S
30. T
31. DD
32. BB
33. CC
34. Z
35. X

Terms and Abbreviations Test -- (Continued)

A. To brown the surface of meat by a short application of intense heat; used to develop flavor and improve appearance.

B. To manipulate with a pressing motion accompanied by folding and stretching.

C. An exact or even measure.

D. Using correct size scoop, spoon, cup, etc., to insure uniform servings and number of servings.

E. Abbreviation for "that is".

F. To tenderize with an oil-acid mixture.

G. Tasty.

H. To decorate and make food more attractive.

I. Standardized measuring utensils marked to indicate specific measures or amounts.

J. Directions for preparing a certain food or dish.

K. To boil until partially cooked.

L. To soak dried fruits in hot water for a short time.

M. To make again; restore to original state.

N. To brown quickly in a small amount of fat turning frequently.

O. To heat a liquid to just below the boiling point.

P. To cut into cubes or squares.

Q. To sprinkle or coat with flour or other fine substance.

R. Equal to and may be substituted for or used instead of.

S. To cook in a liquid at a temperature of about 185° F., just below boiling . Bubbles form slowly and break below the surface of the liquid.

T. To cook in steam with or without pressure.

U. To cook by dry heat; usually done in an oven.

V. To moisten meat or other foods while cooking to add flavor and prevent drying out.

Terms and Abbreviations Test -- (Continued)

W. To mix thoroughly.

X. To produce or to make a definite number of servings or portions of a specified size.

Y. In the middle or thickest part of a food.

Z. To change the original product or recipe by adding another ingredient or changing in some other way.

AA. To mash, rub or work one or more foods until soft and creamy.

BB. A liquid in which meat and sometimes vegetables have been cooked.

CC. Full strength; nothing added.

DD. To simmer or boil in a small quantity of liquid. When applied to meat, simmering temperature is used.

EE. To cook in water or other liquid in which bubbles rise continually, breaking on the surface (212° F.).

FF. To brown meat or vegetables in a small amount of fat and then simmering in a covered pan with a little liquid.

GG. A specified measure or serving.

HH. To coat with fine dry bread crumbs.

II. To cut food into fine pieces.

FOOD AND NUTRITION

CURRICULUM GUIDE

Food Preparation Management Rating Sheet

Directions: Use the Food Preparation Rating Sheet to evaluate yourself on how well you have done the following procedures for each product you prepare.

1. Selected recipe considering availability of:	Yes	No	Partially
ingredients			
time			
utensils			
equipment			
purpose of finished product			

2. Followed procedure step by step:	Yes	No	Partially
assembled utensils			
assembled ingredients			
prepared utensils and equipment			
measured ingredients accurately			
measured ingredients using correct procedure			
followed recipes step by step			
performed each step correctly			

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CURRICULUM GUIDE

Food Preparation Procedures Rating Sheet

Directions: Place a checkmark in the "yes" box if worker performed the given task satisfactorily; a checkmark in the "no" box if the worker did not perform the task satisfactorily.

Tasks	Yes	No
Sanitation		
Washed hands before starting work		
Wore clean apron		
Washed hands after using handkerchief		
Rinsed equipment before using		
Checked equipment for any remaining food particles		
Management		
Assembled equipment before starting work		
Assembled ingredients before starting to work		
Used cart for moving equipment around kitchen		
Used equipment for job intended		
Used time profitably between steps		
Used food economically		
Clean-up		
Kept counter neat and wiped up while working		
Disposed of all waste and scraps as directed		
Washed, rinsed and dried all dishes and utensils used		
Stored all supplies in proper place		

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Terms and Abbreviations

Bake	To cook by dry heat; usually done in an oven.
Baste	To moisten meat or other foods while cooking to add flavor and prevent drying out.
Blend	To mix thoroughly.
Boil	To cook in water or other liquid in which bubbles rise continually, breaking on the surface (212° F.).
Braise	To brown meat or vegetables in a small amount of fat.
Bread	To coat with fine dry bread crumbs.
Chop	To cut food into fine pieces.
Cream	To mash, rub or work one or more foods until soft and creamy.
Dice	To cut into cubes or squares.
Dredge	To sprinkle or coat with flour or other fine substance.
Equivalent	Equal to and may be substituted for or used instead of.
Garnish	To decorate and make food more attractive.
Graduated	Standardized measuring utensils marked to indicate specific measures or amounts.
i. e.	Abbreviation for "that is".
Internal	In the middle or thickest part of a food.
Knead	To manipulate with a pressing motion accompanied by folding and stretching.
Level	An exact or even measure.
Marinate	To treat with a marinade (an oil-acid mixture; type of salad dressing).
Palatable	Tasty
Parboil	To boil until partially cooked.
Plump	To soak dried fruits in hot water for a short time.
Portion	A specified measure or serving.

Terms and Abbreviations -- (Continued)

Portion Control	Using correct size scoop, spoon, cup, etc. to insure uniform servings and number of servings.
Recipe	Directions for preparing a certain food or dish.
Reconstitute	To make again; restore to original state.
Saute	To brown quickly in a small amount of fat turning frequently.
Scald	To heat a liquid to just below the boiling point.
Sear	To brown the surface of meat by a short application of intense heat; used to develop flavor and improve appearance.
Simmer	To cook in a liquid at a temperature of about 185° F., just below boiling. Bubbles form slowly and break below the surface liquid.
Steam	To cook in steam with or without pressure.
Stew	To simmer or boil in a small quantity of liquid. When applied to meat simmering temperature is used.
Stock	A liquid in which meat and sometimes vegetables have been cooked.
Undiluted	Full strength; nothing added.
Variation	To change the original product or recipe by adding another ingredient or changing in some other way.
Yield	To produce or to make a definite number of servings or portions of a specified size.

Milk Products: Custard and Pudding Rating Sheet

Directions: Prepare a recipe of vanilla cornstarch pudding. Rate the product by checking the appropriate rating.

Rating

	Excellent	Good	Fair	Poor
Texture Velvety smooth, free from lumps				
Consistency Firm enough to hold shape when turned from mold				
Flavor Delicate taste of vanilla.				

Waffle Recipe

Waffles - with baking powder

1 1/3 c. Robin Hood All purpose flour
2 T sugar
2½ t. baking powder
½ t. salt
2 eggs, separated
1 c. milk
1/3 c. melted

- with self-rising flour

follow same recipe using self-rising flour instead of all-purpose flour; omit the baking powder.

Spoon unsifted flour into dry measuring cup. Level off and pour measured flour into bowl. Add sugar, baking power and salt to flour. Stir well to blend. Bake in hot waffle iron until brown.

FOOD AND CURRICULUM

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Cornbread Score Sheet

Directions: Evaluate products by placing a check under the appropriate score.

Score

	5	4	3	2	1
External Characteristics Shape - well proportioned, slightly rounded or flat top					
Crust - uniform browning, tender, thin with rough surface and free from cracks					
Volume - light in weight in proportion to size					
Color - characteristics of type of cornmeal used					
Internal Characteristics Texture - medium fine, moist, tender crumb					
Grain - round even cells, free from tunnels, heaviness, sogginess					
Flavor					
Blended flavor of well-baked ingredients characteristic of kind of product					

Total Score _____

Possible Score 35

Key:
35 = Perfect Score
30-34 = Good Product
25-29 = Acceptable Score
0-24 = Unacceptable Score

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Biscuits Score Sheet

Directions: Evaluate products by placing a check under the appropriate score.

	Score				
Standard Product	1	2	3	4	5
External Characteristics					
Shape - cylindrical, uniform, free from bulges on sides or top					
Crust - Uniform browning, free from yellow or brown spots, fairly smooth, tender					
Volume - almost twice the volume of the unbaked					
Internal Characteristics Texture - medium fine, tender crumb					
Grain - flaky, peeling off in thin strips with fine, even cells.					
Color - Creamy white, free from brown or yellow spots					
Flavor - blended flavor of well-baked ingredients, free from any undesirable flavor from fat, baking powder, or salt					

Total Score ____

Possible Score 35

Key:
35 = Perfect Product
30-34 = Good Product
25-29 = Acceptable Product
0-24 = Unacceptable Product

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Yeast Rolls Score Sheet

Directions: Evaluate products by placing a check under the appropriate score.

	5	4	3	2	1
Standard Product . . . . External Characteristics					
Shape - well proportioned, evenly rounded top					
Crust - uniform browning except slightly darker at top, crisp, tender, smooth, free from cracks and bulges					
Volume - light in weight in proportion to size					
Internal Characteristics					
Texture - tender elastic crumb, free from dryness or doughiness					
Grain - fine cells elongated upward, evenly distributed, cell wall thin					
Color - characteristic of ingredients used, free from dark streaks, should be light cream in color. . .					
Flavor					
A blend of well-baked ingredients, free from undesirable flavor from bacterial action (sources) or of yeast or other ingredients					

Total Score _____

Possible Score 35

Key:
35 = Perfect Product
30-34 = Good Product
25-29 = Acceptable Product
0-24 = Unacceptable Product

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Cooked Vegetables Score Sheet

Directions: Evaluate products by placing a check under the approrpiate score.

	5	4	3	2	1
Tender but not mushy					
Deep rich color					
Free from grit					
Flavorful, well-seasoned					
Free from discoloration					
Free of large, tough stem and leaves					
Moist but no excess liquid					
Not overcooked					

Key:
35 = Perfect Product
29-34 = Good Product
28-31 = Acceptable Product
0-27 = Unacceptable Product

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Salad Score Sheet

Direcrions: Evaluate products by placing a check under the appropriate column.

Appearance and Condition of Salad	1	2	3	4	5
Ingredients fresh					
Ingredients crisp					
Ingredients clean					
Quality ingredients used					
Ingredients attractively arranged					
Variety of color used					
Texture varied					
Salad chilled					
Flavor of salad Flavors blended					
Flavor not monotonous					
Dressing complements					

Total Score ____

Possible Score 55

Key:
55 = Perfect Product
44-54 = Good Product
38-43 = Acceptable Product
0-37 = Unacceptable Product

Meat, Fish, Poultry Preparation Rating Sheet

Directions: Evaluate products by rating the following characteristics using 4=excellent; 3=good; 2=fair; 1=poor.

Meat	Method of Preparation	Color	Texture	Content	Flavor	Aroma
	1.					
	2.					
	3.					
	4.					

Fish Product	Method of Preparation	Color	Texture	Content	Flavor	Aroma
	1.					
	2.					
	3.					
	4.					

Poultry Product	Method of Preparation	Color	Texture	Content	Flavor	Aroma
	1.					
	2.					
	3.					
	4.					

Beverages Score Sheet

Directions: Evaluate products by placing a check under the appropriate column.

	5	4	3	2	1
Color					
Texture					
Aroma					
Flavor					
Temperature					

Key:
25 = Perfect Product
21-24 = Good Product
18-20 = Acceptable Product
0-17 = Unacceptable Product

Evaluation Device for 14.1

Directions: Evaluate performance of food preservation criteria by placing a check in the appropriate column.

Criteria	Yes	No
Method selected is appropriate for the food.		
Equipment choice is appropriate for the method of preservation selected.		
Materials and supplies chosen are appropriate for the method of preservation.		
Appropriate pre-preparation of foods to be preserved is done.		
Safe and appropriate pre-preparation of containers is done.		
Appropriate temperatures are utilized for the method selected.		
Appropriate steps and procedures are followed.		

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Transparency

FACTORS AFFECTING DECISIONS
TO DO

HOME FOOD PRESERVATION

- TIME AVAILABILITY
- ACCESSABILITY OF FOOD
- EQUIPMENT AVAILABILITY
- COST OF FOOD AND EQUIPMENT
- SPACE AVAILABLE FOR PROCESSING AND STORAGE
- SAFETY

Directions: Complete the chart showing proportions of water and sugar needed to make each type of syrup. List uses of each type of syrup.

Sugar Syrup Chart

Syrup	Amount of Sugar	Amount of Water	Uses
Light			
Medium			
Heavy			
Extra Heavy			

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Fruit Preservation Comparison Rating Sheet

Directions: Rate the color, flavor and texture of each product preserved by the method listed. Check the appropriate rating using the following scale: 5 = excellent; 4 = good; 3 = acceptable; 2 = poor; 1 = unacceptable.

____

(Name of Product)

	Color					Flavor					Texture					Total
Method of Preparation	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
Freezing																
Dry Pack																
Sugar Pack																
Syrup Pack																
Canning																
Hot Pack																
Cold Pack																

Vegetable Preservation Comparison Rating Sheet

Directions: Rate the color, flavor and texture of each product preserved by the methods listed. Check the appropriate rating using the following scale: 5=excellent; 4=good; 3=acceptable; 2=poor; 1=unacceptable.

____
(Name of Product)

Method of Preparation	Color					Flavor					Texture					Total
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
Hot Water Bath																
Pressure Canning																
Freezing																

Gel Product Preservation Comparison Rating Sheet

Directions: Rate the color, flavor and texture of each product made by the method listed. Check the appropriate rating using the following scale: 5=excellent; 4=good; 3=acceptable; 2=poor; 1=unacceptable.

____
(Name of Gel Product)

Method	Color					Flavor					Texture					Total
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
Without Pectin																
With Lemon Juice																
With Commercial Pectin																

Advantages and Disadvantages of Food Preservation Methods Worksheet

Directions: Complete the following by listing two advantages and two disadvantages for each method of food preservation.

Method	Advantage	Disadvantage
Freezing	1. ______________	1. ______________
	2. ______________	2. ______________
Dehydrating	1. ______________	1. ______________
	2. ______________	2. ______________
Pickeling	1. ______________	1. ______________
	2. ______________	2. ______________
Hot Water Bath (Canning)	1. ______________	1. ______________
	2. ______________	2. ______________
Gel	1. ______________	1. ______________
	2. ______________	2. ______________
Cold Water Bath (Canning)	1. ______________	1. ______________
	2. ______________	2. ______________

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Foods and Methods of Food Preservation Worksheet

Directions: Complete the following by listing two foods which can be preserved by each of the following methods:

Freezing
1. ______________________
2. ______________________

Dehydrating
1. ______________________
2. ______________________

Canning (Hot Water Pack)
1. ______________________
2. ______________________

Pickeling
1. ______________________
2. ______________________

Gel
1. ______________________
2. ______________________

Canning (Cold Water Pack)
1. ______________________
2. ______________________

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Nutritional Balance/Meal Planning Worksheet

Directions: Evaluate the following days food intake. Use the Basic Four Food Plan Worksheet. Determine % of energy from each of the energy nutrients. Use the Energy Worksheet.

Days Menu:

Breakfast:
1 scrambled egg
2 sl. whole wheat toast
1 c orange juice
2 sl. bacon

Dinner:
2 rolls
2 pats butter
1 stalk broccoli
broiled chicken
1 Irish potato
4 radishes
½ carrot

Supper:
1 c clam chowder
¼ head lettuce
2 oz cheddar cheese
1 T thousand island dressing
12 crackers

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Caloric Determination Example

ITEM #		C	Grams PROTEIN	Grams FAT	Grams CARBOHYDRATES
76	1 scrambled egg	110	7	8	1
369	2 sl. whole wheat toast	130	6	2	28
298	1 c orange juice	120	2	T	29
77	2 sl. bacon	90	5	8	1
		450	20	18	59
469	2 rolls	240	6	6	40
501	2 pats butter	70	T	8	T
177	1 stalk broccoli	45	6	1	8
95	broiled chicken	115	20	3	0
221	1 Irish potato	90	3	T	21
230	4 radishes	5	T	T	1
188	½ carrot	10	1	T	5
		575	36	18	75
600	1 c clam chowder	210	9	12	16
205	¼ head lettuce	60	4	T	13
13	2 oz. cheddar cheese	230	14	18	2
524	1 T. thousand island dress.	80	T	8	24
423	12 crackers	150	3	3	24
		730	30	41	58
	Breakfast	450	20	18	59
	Lunch	575	26	18	75
	Dinner	730	30	41	58
		1755	86	77	192

To determine percentage of calories supplied by proteins, fats, and carbohydrates:

1. Multiply protein and carbohydrate grams by four to determine calories supplied by each (1 gram protein = 4 K Cal.): 1 gram carbohydrate = 4 K. Cal.

   86 gram protein
   x4 (1 g-am protein=4 K Cal.)
   344 kilocalories

   192 gram carbohydrate
   x 4 (1 gram=4 K Cal.)
   768 kilocalories

2. Multiply fat grams by nine to determine calories. (1 gram fat = 9 K Cal.)

   77 grams fat
   x9
   693 kilocalories

3. To find percentage, divide kilocalories from each source by total calories consumed.

   .19 (protein)
   1755) 344.00

   .43 (carb.)
   1755) 768.00
   702.0
   66.00
   52.65
   13.35

   .39 (fat)
   1755) 693.00
   526.5
   166.50
   157.98
   8.52

4. Percentage of calories from each is:

   Protein 19%
   Carb. 43%
   Fat 39%
   101

Energy Worksheet

Directions: Use the Caloric Determinant Example as a model to arrive at the percentage of energy for meals.

Percentage of (calories) energy from each meal:

Breakfast ______%
Dinner ______%
Supper ______%

Percentage of (calories) energy from each energy nutrient:

Carbohydrates ______%
Fats ______%
Protein ______%

Evaluate according to recommended percentages and make suggestions for improvement.

Carbohydrates ______%
Fats ______%
Proteins ______%

Suggestions:

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Checklist for Meal Planning and Preparation

Directions: Evaluate meal planning and preparation procedures by placing a check in the appropriate column.

Criteria		Yes	No
Foods from each of the Basic Four Food Groups			
Variety in:	flavor		
	texture		
	color		
	temperature		
	aroma		
Cost of foods within budget			
Recipes selected and followed			
Preparation time table planned			
Preparation time table followed			
Shopping list complete			
Shopping list compiled according to store layout			
Foods ready for the table at the same time			
Foods prepared correctly			
Foods appetizing in:	appearance		
	aroma		
	flavor		

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Evaluation Device for T.P.O. 16.1

Types of Meal Service

Directions: From the following situations, identify the type of meal service being used. Place the letter of the service in the blank to the left of each situation.

A - Plate Service
B - Country Service
C - Modified English
D - Buffet
E - Formal

_____ 1. Mary is informally entertaining co-workers for dinner. When the food is on the table, she invites her guests to be seated. When the meal is finished, she removes the food, etc., and serves dessert.

_____ 2. Serving a large group, John fills the table with food and has small tables at which guests can eat.

_____ 3. For the wedding breakfast, Mrs. Jones has hired a waiter and two waitresses.

_____ 4. Susan and Bill like their eggs prepared differently so Mother fills the plates, puts them on the table, then announces that breakfast is ready.

_____ 5. On special occasions, Dad carves and serves the meat and vegetables, than passes the plate.

Key: 1. B 2. D 3. E 4. A 5. C

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Evaluation Device for T.P.O. 16.2

Table Appointment Selection

Directions:
(1) Prepare a diagram of the buffet table and indicate the table appointments needed.
(2) Prepare a diagram of a card table and indicate the table appointments needed.

Mary and John are serving Thanksgiving dinner for twelve adults. Because of the small size of their dining table they will use buffet service and card tables. Their menu is as follows:

Turkey and Dressing
  Giblet Gravy
Mashed Potatoes
Green Beans
Tossed Salad
Hot Rolls
Butter
Pickles and Olives
Pumpkin Pie and Whipped Cream
Iced Tea or Coffee

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Evaluation Device for T.P.O. 16.3

Role of Host or Hostess

Directions: Evaluate the role of the host or hostess by placing a check in the appropriate column.

Host/Hostess Behavior	Rating	
	Acceptable	Not Acceptable
1. Guests made to feel welcome and comfortable.		
2. Initiates all meal related activities.		
3. Follows appropriate procedures for the type of service used.		
4. Provides a gracious manner for guests to have the opportunity for second servings.		
5. Sees that meal service proceeds pleasantly and smoothly.		
6. Facilitates the inclusion of all guests in conversation.		

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Evaluation Device for T.P.O. 16.3

Personal Table Manners

Directions: Evaluate the individual table manners by placing a check in the appropriate column.

Behaviors of Individuals	Rating Acceptable	 Not Acceptable
1. Posture at the table.		
2. Use of silverware.		
3. Reaching for and passing foods.		
4. Use of napkin.		
5. Handling of individual's plates, bowls, cups and glasses.		
6. Coversation at the table.		

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Table Service Information Sheet

Types of Service

1. Plate Service - When you serve the food on individual plates in kitchen and then set the filled plates on the table before you announce the meal. Very quick. (Blue Plate)

2. Country Service (Family Service) - Serving dishes are on the table and are passed so that each member can serve himself. Dessert is brought to the table by a family member at the end of the main course.

3. Modified English Service - Food brought to the table in serving dishes; served at the table by the host and hostess.
   Host - Carves meat and serves plates.
   Hostess - Serves salad, beverage and dessert.
   The meat platter is on the table in front of the host and the vegetable dish is to the right or left of him. After the host serves a plate, it is passed to the hostess, and then to, the remaining guest. Hostess begins eating first, while others follow.
   All other accompaniments are passed.
   One course is served at a time and table is cleared before dessert is served.

4. Buffet Service - The food dishes are placed on a large table or buffet with the plates first, then the entree, vegetables, salad, relishes, rolls, butter, beverage and silver. Dessert is placed on a smaller separate table or at the dining places. Best for foods that stay hot for some time.

5. Formal Service (Continental or Russian) - All foods are served from the kitchen by a waiter or waitress.

Manners and Food Information Sheet

Knives, Forks and Spoons

Put the amount of food you will put in your mouth on your fork or spoon. Lift utensil to your mouth, not your mouth to it. Once a piece of silver is used, it should never be placed on the table again. It should rest on the plate. At the end of the meal, place silver in center of plate.

Napkins

Wait for hostess to pick up napkin before you pick up yours. Place in your lap--fully open, if a luncheon size napkin or folded in half for dinner napkin.
At the end of the meal, place at left of plate where it was found. Do not wrinkle up. Fold once or just lay it on the table as is.

Plates

Plates or bowls should only be tipped away from you and then spooned up. Only bowls with handles may be drunk.

Beverages

Before sipping, make sure your mouth is empty and blotted with napkin. Coffee or tea should not be sipped entirely from the spoon but it may be tested for taste in that manner.

Posture

Sit straight, with feet on the floor beneath your chair. Elbows should never be on the table during the meal, but is permissable before and after. If something is in front of you, you may reach for it but do not stretch out of your chair to get something. Ask your neighbors to pass things to you.

Smoking

Do not smoke at the table unless ash trays are provided and empty ashes only in them--not in your plate. Do not smoke during the meal, wait until after the dessert.

Reading

It's O.K. to read the morning newspaper during breakfast (an old social custom). It is also fine to read while eating alone or even if you are sitting in a restaurant with one other person, if that person's a stranger.

Conversations

Conversations should be cheerful and of interest to all. It is the responsibility of the hostess to guide the conversation. When eating with the family, it is important that the conversation include the children.
Do not use mealtime to air family differences or anger.

Manners and Food Information Sheet -- (Continued)

Dieters

Count calories to your self and do not make others at the table feel uncomfortable because you must pass up certain foods.
The hostess should not insist any guest take a second portion once refused.
Nor does she comment on a portion a guest has taken and has not consumed.

Serving and Being Served

Hostess should be the first to eat unless she indicates otherwise or there is an extremely large crowd.
Second helpings may be taken if they are offered.
Hostess should be the last person to take a bite at the table.
Butter bread, one bite at a time and then eat it.

The Thoughtful Hostess

Serves a variety so no one will leave hungry.
Knows her responsibilities and carries through with them to help everyone feel comfortable.
May suggest to her guest what to wear to dinner.

Mishaps

Coughing - An ordinary cough is done behind the hand, no apology is offered.
Leave the table immediately if a piece of food causes a fit of coughing.

Blowing One's Nose

If it is necessary, turn your head aside and blow as quietly as possible, without apologizing, which only draws attention to it.

Food Between Teeth

Remove with tongue if possible. If not, excuse yourself from the table to remove it. No explanation is necessary.

Too Hot Food

Do not spit out, but cool with a drink of water. This is the only exception to drinking with food in the mouth.

Spoiled Food

Do not swallow it. Remove it with your spoon or fork and put on side of your plate, perferably screened with some other food. If you retain your composure, no one will ever know anything was wrong.

Manners and Food Information Sheet -- (Continued)

Foreign Bodies in Food

Do not make a fuss and draw attention to it.
The hostess should notice an untouched dish and offer you a new one.

Spilled Food

A bit of jelly or relish dropped on a tablecloth, may be picked up with a knife or fork and placed on the side of your plate.
Make an effort to clean up something spilled. Apologize to the hostess and forget it. Don't make a big deal of it.

Miscellaneous Item

Eat small enough portion that conversation is possible if necessary.
Don't chew with your mouth open. Do not smack.
Cut food one bite at a time.
Thank you notes are always nice.

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CURRICULUM GUIDE

Table Service Information Sheet

1. Plate should be placed in the center of the cover.
2. Silver arranged on right and left of plate and arranged in order so that what is to be used first is near the outside of the cover, and that used last is next to the plate.
3. Forks on left of plate with tines pointing up in order to use.
4. When a knife is not used you may place the dinner fork at the right of the plate.
5. Dinner knife should be to the right of the plate with cutting edge facing plate.
6. Spoons, bowls up, to the right of the dinner knife. Teaspoon, then soup spoon and tea spoon.
7. Folded napkin to the left of the forks.
8. Water glass goes at the tip of the knife and beverage glass to the right of water glass and slightly below.
9. Individual salt and pepper shakers, if used, for every 2 people should be placed in between their covers.
10. Serve and remove all foods from the left, using your left hand.
11. Serve or remove all beverages from the right, using your right hand.
12. Do not reach in front of a person in order to serve someone sitting across from him.
13. Hold cups by the handle, glasses at the base and do not touch the rim of cups and glasses.
14. When a salad accompanies the main course, the salad plate is placed to the left of the fork. When it is served as a separate course, it is placed in front of the person.

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